

Mapping One University's Response to Internationalization: A Case Study

Kathryn E. Lang, Hon.B.A.

Department of Graduate and Undergraduate
Studies in Education

Submitted in partial fulfilment
of the requirements for the degree of
Master of Education

Faculty of Education, Brock University
St. Catharines, Ontario

© Kathryn E. Lang 2011

Abstract

This study explored one university's response to the internationalization of higher education. Case study methodology was employed through a review of current and archival documents and interviews with key actors in the international spheres of the university. The historical, current, and future contexts were considered to situate the case study on a time line. Data analysis revealed that there were several points of division among the university community related to the response to internationalization, but also a major point of coherence in the centrality of inter-cultural understanding in efforts to internationalize. Other key findings included strengths, areas for improvement, and future directions of the university's response to internationalization. All of these findings were contextualized in findings related to the history of the university. In addition to these major findings, three themes in relation to the vision for internationalization at the institution were revealed: (a) intercultural understanding, (b) the comprehensive status of the university, and (c) the financial benefits of internationalization. Recommendations are made for practice at the university in order to clarify this vision to develop a clear foundation from which to further build a response to internationalization that is solidly based on inter-cultural understanding, and recommendations for future research into the process of internationalization at the institutional level in Canada are suggested.

Acknowledgements

A big thank you is due to my advisor and friend, Dr. Michael O'Sullivan. Mike, you have been a constant advocate for me and my work during the process of this research, and you continue to guide me and protect my best interests through my academic and professional life. Your support and encouragement have inspired much self-confidence. I truly admire the strength of character and courage you have demonstrated over the past year of your life, and I am glad to have you in my life going forward as friends and colleagues.

I would like to thank Dr. Renee Kuchapski and Dr. Michael Kompf, the committee members who also supervised this research for their thoughtful and challenging feedback. Thank you to all the participants of this study for being so incredibly helpful. A couple of you have been particularly supportive and have taken an interest in me and my work that went well beyond what I expected. Thank you so much. Your dedication to internationalization and to your institution is inspiring.

Thank you to all the faculty, students, and staff in the MEd Program at Brock University. I was proud to call Brock my home for the duration of my graduate studies, and I always found the Brock community welcoming. In particular, I would like to thank Nancy Taber for leading two exceptional courses in the Social and Cultural Contexts of Education stream. Nancy, your courses are models in critical pedagogy, and true higher learning.

My Critical Friends, Grace, Laura, and Casey: I could not have gotten through this without you. Thank you for challenging me, listening to me, and laughing with me.

Thank you, James, for uprooting your life to support my goals by moving to St. Catharines with me. Thank you for making changes like this with me over and over again, and for making my goals an inordinate part of our journey together. Thank you for your support throughout this process, for listening to the continual and changing narration that accompanied this research, for challenging my opinions and thereby helping me to develop comprehensive defences of them, and for everything else we share. I love you.

Thank you, Mom and Dad, for being unconditionally supportive in my pursuits in higher education, for having high expectations for me, and for having the confidence in my ability to meet them. I owe so much to you. Thank you.

Table of Contents

	Page
Abstract.....	ii
Acknowledgements	iii
List of Tables.....	vii
List of Figures.....	viii
 CHAPTER ONE: INTRODUCTION.....	 1
Internationalization.....	1
Vision.....	3
Statement of the Problem.....	4
Purpose Statement.....	5
Rationale and Significance.....	6
The Context of the Case.....	9
Research Questions.....	10
Structure of This Thesis.....	10
 CHAPTER TWO: REVIEW OF RELATED LITERATURE.....	 12
Internationalization.....	12
Major Institutional Strategies for Internationalization.....	16
Theoretical Frameworks for Internationalization.....	21
Commodification and Neoliberal Reform in Higher Education.....	32
A Canadian Perspective of Internationalization.....	41
Comparisons with Australia.....	45
 CHAPTER THREE: METHODOLOGY.....	 50
Case Study Research.....	52
Data Collection.....	53
Data Analysis.....	57
Limitations.....	58
 CHAPTER FOUR: DOCUMENT REVIEW FINDINGS.....	 60
Review of Current Documents.....	60
Organizational Structure of International Activities.....	66
History of Internationalization at MSOU.....	71
 CHAPTER FIVE: INTERVIEW FINDINGS.....	 94
The Meaning of Internationalization at MSOU.....	95
Rationales for Internationalization at MSOU.....	99
Perception of Institutional Commitment to Internationalization.....	111
The Structure of Internationalization at MSOU.....	116
Future Directions for Internationalization at MSOU.....	118
Identified Areas of Improvement in Internationalization.....	129
 CHAPTER SIX: DISCUSSION AND CONCLUSION.....	 134
Summary of the Study.....	134

Discussion and Theoretical Implications.....	139
Recommendations for Practice.....	147
Recommendations for Future Research.....	151
References.....	153
Appendix A: Interview Guide.....	166
Appendix B: Research Ethics Board Clearance Letter.....	168
Appendix C: Timeline of the History of Internationalization at MSOU.....	169

List of Tables

Table	Page
1: Elements in the Development of International Strategy in Universities.....	23
2: Approaches to Internationalization.....	26
3: Rationales for Internationalization.....	29

List of Figures

Figure	Page
1: Organizational Chart of Internationalization at MSOU.....	68

CHAPTER ONE: INTRODUCTION

This is a study of one university's response to internationalization, the historical development of this response that guided its expression and implementation, and its potential future outcomes. In this first chapter, I define internationalization in the context of higher education and discuss the concept of vision as it relates to internationalization. I then provide the statement of the problem and purpose, the research questions, and the context of this research. Finally, I provide an outline of the structure of the remainder of this thesis.

Internationalization

Internationalization¹ is defined as “the process of integrating an international, intercultural, and global dimension into the purpose, functions (teaching, research, and service) and delivery of higher education at the institutional and national levels” (Knight, 2008, p. xi). Internationalization is related to globalization in that the two processes are interdependent. It is important to differentiate the two terms here, as the concepts differ in fundamental ways. Marginson (2006) defines globalization as “the enhancement of the worldwide or pan-European spheres of action. It has potentially transformative effects within nations, as well as remaking the common environment in which they are situated and relate to each other”; whereas internationalization is understood by Marginson as a “thickening of relationships conducted between nations (‘inter-national’ relations), where national institutions and practices are affected at the margins but essentially remain intact” (p. 2). Essentially then, the conscious use of the term internationalization in the

¹ From this point onward, I use the term “internationalization” to refer to the internationalization of higher education.

field of higher education indicates efforts to embrace diversity, and a global sense of community.

To facilitate exchanges in education across borders, which characterize a substantial area of the field of internationalization (along with the internationalization of curriculum, for example), the World Trade Organization (WTO) has included education as a service in the General Agreement on Trade in Services (GATS). The GATS is an agreement set by the WTO which is open for membership worldwide. The purposes of the GATS are “(a) to progressively and systematically promote freer trade in services by removing many of the existing barriers to trade, and (b) to ensure increased transparency of trade regulations” (Knight, 2008, p. 149). Nations may choose to sign the GATS, and by doing so are bound to general principles and schedules for commitments to be realized (p. 150). In the 1995 round of negotiations of the GATS held in Uruguay, education was added to the list of tradable services in the agreement for negotiation of terms. At the writing of this document, WTO trade negotiations were at a halt due to a lack of agreement between countries about basic principles of the agreement.² The last round of negotiations was held in Geneva in 2008 (World Trade Organization, 2011).

The federal and the provincial governments in Canada are increasingly showing interest in internationalization as defined in terms of attracting income-generating foreign students in its policies and public discourse. In a recent Speech from the Throne, Ontario Premier Dalton McGuinty outlined The Open Ontario Plan which includes efforts to increase international enrolment at Ontario postsecondary institutions by 50% over the

² The nature of these disagreements does not pertain specifically to education, despite the controversial nature of the inclusion of education in the GATS. A discussion of the collapse of trade negotiations is beyond the scope of this research, but nonetheless important to note.

next 5 years (McGuinty, 2010). Internationalization is a prominent issue in Canadian higher education, and is increasingly shaping the landscape of colleges and universities.

The potential for progress and promotion of international relations is widely understood as inherent to internationalization: “the overall expectation is widely shared that internationalization will contribute to the quality and relevance of higher education in a more interconnected and interdependent world” (Knight, 2008, p. ix). While this recognition is present, there is also cause for concern about the commodification of higher education that internationalization entails (i.e. Association of Universities and Colleges of Canada concerns about GATS: AUCC, 2001a, 2001b, 2003), and the potential threat to educational values (Gibbs, 2001). The process of internationalization must be constantly examined and subject to ongoing critical scrutiny. Because the field is quickly evolving, it is important to develop clear foundations to ensure that development progresses in directions that promote the values of higher education, such as the advancement of the public good (Sharrock, 2010).

Vision

One could expect that rationales, strategies, and the implementation of strategies for internationalization all exist within the context of a vision for internationalization at a particular institution. In the context of higher education, vision can be defined as a “philosophical template – a concept of what, at its best, a college or university is like” (Abelman & Dalessandro, 2009, p. 122). Not to be confused with institutional missions, which tend to concern the present context of institutions and their goals in their physical, social, fiscal, and political contexts, visions “complement but transcend” missions (p.

108), and represent ideal futures to work towards. Visions are never fully realized, as they are always future-oriented and constantly evolving.

Both missions and visions are often presented in statements that serve to represent an institution to the public and give information about the culture of an institution. Just as institutions and organizations have visions and missions, and statements of these things, so can programs and initiatives, although it is less common for these missions and visions to be presented in neatly packaged statements, as it is in the case of institutions and organizations (Abelman, Dalessandro, Janstova, Snyder-Suhy, & Pettey, 2007).

According to Abelman and Dalessandro (2009), visions in higher education are usually expressed by administrative leaders, but the development of a vision should be a shared process by critical stakeholders such as students, faculty, and staff. This is to say that an expressed vision may be different from an actual vision and, likewise, there can be a disconnect between a stated or actual vision and the realization of this vision in practice. There is some doubt as to the usefulness of vision statements, and some are critical of the use of such statements for the sole purpose of branding an institution, or presenting an institution in a positive way for benefits in the form of student enrolment, attracting desirable faculty, or receiving donations (see, for example, Rozycki, 2004). In this research, I am concerned with exploring a guiding vision of programs and initiatives that respond to internationalization at one university.

Statement of the Problem and Research Rationale

Key aspects of internationalization at the institutional level and national level, such as responses to and visions for internationalization, rationale for strategies implemented, and general purpose of developing international aspects, have been

identified as suffering from a lack of foundational research (Cudmore, 2005; Evans, 2006; Jiang, 2008; Jones, 2002; Knight, 2008; Maringe, 2009; Ross, 2005). Knight (2008) states, “It is somewhat surprising and perhaps worrisome that very little has been written by educators or trade specialists on the rationales and benefits behind a country’s interest in the import and/or export of education services” (p. 156). Maringe (2009) and Evans (2006) concur that there is a general lack of discussion surrounding the role and purpose of internationalization, especially at the institutional level, on which this research centres. Without this clear foundation at the institutional level, internationalization is reactive, and organized in an ad-hoc way as opposed to being approached with a well-developed strategy based on thoughtful response and vision (Knight, 2008). Recent studies have begun to address this problem, but much remains unexplored (see the Research Context section below for this discussion). The response to internationalization at the institutional level has, to date, not been the subject of research at the case institution of this research.

Purpose Statement

The purpose of this study is to qualitatively explore the response to internationalization at one university, and to map the implementation of this response and its outcomes by examining how internationalization has emerged and developed, how it exists presently, and in what direction it is moving. I define internationalization as any effort at the institutional level to expand the scope of higher education to an international level, including activities such as study/research abroad, the recruitment of international students and faculty, and expanding curriculum to reflect global issues. This definition is drawn from and expands upon those provided by Knight (2008) and Marginson (2006).

Rationale and Significance

Recent studies have been undertaken to address the gap in knowledge of response to internationalization at both the institutional and national level, and their results have indicated a wide variety of motivations and reasons behind the efforts of institutions towards internationalization. These motives include (but are certainly not limited to): (a) the enrichment of the experience of higher education for students and faculty--international and domestic alike--by providing cross-cultural learning opportunities; (b) the mutual understanding and peaceful relations promoted by the ideology behind “opening doors” to international education, the generation of revenue for institutions derived from international student tuition; (c) the professional or social preparation of higher education graduates for participation in an increasingly globalized world; (d) the promotion of the global status of an institution; and (e) the goal to increase access to higher education in developing nations (Maringe, 2009; Cudmore, 2005; International Association of Universities, 2003, 2005, 2009; AUCC, 2007).

Because these statements of purpose vary so widely in philosophical and practical ways, it is important for institutions to clearly identify their response to and vision for internationalization and their purpose and place in this field. For the most part, this is not being attempted:

What we as yet do not understand fully is where different institutions sit along this spectrum of internationalization motives; what strategies if any are being used by different institutions to integrate the international dimension into the teaching/learning and service elements of their programmes; the benefits derived

and risks and challenges universities face in adopting internationalisation.

(Maringe, 2009, p. 557)

As a result of this lack of strategic focus, the field, while substantial and rapidly growing, suffers from an ambiguity of purpose.

This call for clarity on an institutional level is echoed by Knight (2008), who states that a “narrow interpretation [that] would include those statements and directives that refer to priorities and plans related to the international dimension of the university’s mission, purpose, values, and functions” (p. 36) is necessary. There are also calls for further research to be undertaken to define motives for internationalization on the broader scale of collective organizational, provincial, and national contexts. Cudmore (2005), for example, states that “It is vitally important that further studies be undertaken to help position Ontario, Canada, and the CAATs [Colleges of Applied Arts and Technology] in the global marketplace” (p. 56).

The International Association of Universities (IAU) and the Association of Universities and Colleges of Canada (AUCC) do extensive global research on topics surrounding internationalization, including motivations at the institutional level. I see my research forming a part of these general research initiatives; my research can supplement the findings of surveys administered by the IAU and AUCC in method and scope.

Studies conducted by both these organizations address issues of motivation on institutional levels qualitatively in surveys with open-ended questions. The results of these surveys are varied and raise several questions (Knight, 2008, p. 192). The strategy of surveying makes asking follow-up questions and saturating data impossible; survey data yields a generalized starting point from which to examine trends in

internationalization globally, and does not yield a comprehensive picture of individual institutions (IAU, 2005, p. 5). To overcome this problem, I employed in-depth interviews as part of my research design in an attempt to provide what the global research of the IAU and national research of the AUCC cannot. Employing a research design that includes interviews provides the researcher with opportunities to follow up with items that will fill gaps in the existing literature. Furthermore, the subject institution of this study is not represented by the IAU; in fact, membership to the IAU is concentrated in Europe, and study results may not be representative of the situation in Canada. Studies conducted by the AUCC begin to fill this gap in research, and studies like this one do so as well. In scope, therefore, research on a smaller scale can provide a thorough, albeit narrower, analysis and can open a lens with which to view institutions that are underrepresented.

There have been studies similar to the context of this research performed by graduate students such as Garrett (2007) at Acadia University, Evans (2006) at the University of British Columbia, Ross (2005) at the University of Regina, Buenaventura (2007) at Simon Fraser University, Oka (2007) at the University of Toronto, Jones (2002) at the University of Alberta, Feng (2008) at the University of Saskatchewan, and Charles-Young (2002) at the University of New Brunswick. By helping this body of Canadian research to grow, opportunities to compare and contrast the responses to and realities of internationalization at institutions across Canada arise, and opportunities to make generalizations about the state of the internationalization of higher education in Canada become more viable.

The Context of the Case

Mid-sized Ontario University (MSOU)³ is an institution in suburban Ontario, founded in 1964, and is home to 17,000 full-time undergraduate, graduate, and doctoral students and 600 faculty members across 7 faculties (Mid-sized Ontario University, 2010a). It is the second-fastest growing university in terms of student population in Ontario, with a portion of MSOU's efforts towards expansion being international: A new International Services Building was recently opened in September, 2010 with the intent of doubling MSOU's international student population in mind (Mid-sized Ontario University, 2010a). In the academic year of 2009-2010, a total of 1,132 undergraduate and graduate international students attended MSOU. 832 of these students are from Asia, 99 from Europe, 66 from Africa, 56 from North America, 71 from South and Central America and the Caribbean and 1 from Oceania (Mid-sized Ontario University, 2010b). In 1999-2000, the year of data that reaches furthest back in the online Institutional Analysis material for MSOU, the number of international students attending MSOU was 685. The number of international students at MSOU has been highest between the years of 2003 and 2007, peaking in the 2005/2006 academic year at 1,531 international students (Mid-sized Ontario University, 2010b). Aside from the presence of international students, there are other key aspects of internationalization at MSOU, including opportunities for domestic students to study and work abroad, and the presence of visiting international professors, researchers, and exchange students. These programs and opportunities are facilitated through international partnerships and linkages, and are

³ MSOU is a pseudonym employed to protect the interests of the institution and the participants of this study. This pseudonym will be used throughout this thesis, including references.

organized through the various international departments at MSOU (Mid-sized Ontario University, 2010c).

Research Questions

My primary research question was: What is the response to internationalization at MSOU, and how has that response been expressed in key policy documents and implemented by key university stakeholders?

Subquestions to this primary question were:

1. What does internationalization mean to people involved in this process at MSOU?
2. Is there a vision for internationalization at MSOU? If so, how is the vision for internationalization expressed at MSOU by those involved, and what are the related points of agreement and division?
3. What strategies does MSOU currently use to internationalize? Why?
4. How and why did the process of internationalization at MSOU begin?
5. What possible implications and future directions arise from the past and present response to internationalization at MSOU?

Structure of This Thesis

In Chapter One, I have provided an introduction to the concepts of internationalization and of vision, and have contextualized them in the case of higher education in Canada and at MSOU. I have stated the problem, purpose, and questions of the study. In Chapter Two, I present a review of literature related to this study. In Chapter Three, I describe the case study method, and how I have adapted it to suit the purposes of this study. In Chapter Four and Five, I present the findings of this study with extensive references to the document review and interviews conducted. Finally, in

Chapter Six, I review the study as a whole and synthesize my findings in a discussion of MSOU's response to internationalization and make recommendations for future research and for future practice at MSOU.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

In this chapter, I provide a review of literature related to internationalization. The major focal points are: (a) internationalization and strategies used in the process at the institutional level, (b) theoretical frameworks with which internationalization may be examined, (c) factors that shape the landscape of contemporary higher education that have given rise to internationalization, and (d) internationalization as embodied in the particular Canadian context, and in the Australian context for purposes of comparison. I begin with a review of internationalization itself. Practical implications of the process are explored, and emergent theoretical frameworks that apply directly to the internationalization of higher education are presented. I then move to an exploration of major driving forces behind internationalization, such as the commodification of higher education and neoliberal education reform. In this way, the current state of internationalization and specific manifestations of it in institutions may be better understood. Finally, the literature reviewed is contextualized in particular Canadian circumstances of internationalization, and these are compared to the rather more developed state of internationalization in Australia.

Internationalization

The process of internationalization in higher education is at the core of this research. This term is likely less familiar to most than the term “globalization”, so I begin with a discussion of the relationship between these processes. Internationalization and globalization are not synonymous. It is important at this point to explore each term and its connotations generally before examining its place within the discourse of higher education. Scheuerman (2006) argues that globalization:

refers to fundamental changes in the spatial and temporal contours of social existence, according to which the significance of space or territory undergoes shifts in the face of a no less dramatic acceleration in the temporal structure of crucial forms of human activity. (p. 1)

Components of globalization include the process of deterritorialization in the perception of nationhood and borders; the increasing interconnectedness of people that is necessitated by global issues such as those that concern the environment, social justice, politics, and economics that influence people across borders; and the speed of social activity that technology and modern transportation affords. All of these components have economic, political, and cultural manifestations (Scheuerman, 2006). Globalization, while it does not eliminate the fact of continued existence of the nation state, reduces its importance and stresses supranational phenomena. Globalization thus defined, is of central importance in countless contemporary discourses.

Internationalization, in contrast with globalization, deals more with relationships between nations, and activities of collaboration that extend across borders while they maintain clear conceptions of nationhood and borders. This emphasis on nationhood, as the nomenclature indicates--*globalization* and *internationalization*--is the major distinction between these two terms (Jiang, 2008). The Association of Universities and Colleges Canada (AUCC) defines internationalization in the context of higher education as “the process of integrating an international and intercultural dimension to the teaching/learning, research and services functions of a university” (AUCC, 2007). Differences between the two terms are noted by Marginson (2006), who defines internationalization as the “thickening of relationships conducted between nations (‘inter-

national' relations), where national institutions and practices are affected at the margins but essentially remain intact"; whereas globalization "means the enhancement of the worldwide or pan-European spheres of action. It has potentially transformative effects within nations, as well as remaking the common environment in which they are situated and relate to each other" (p. 2). In effect, globalization here is usually taken to mean a homogenization of values and ideologies and leaves little room for diversity; globalization is often used as a euphemism for Westernization or Americanization.

Garnier (2004) states the importance of ensuring it is internationalization that happens for the maintenance of democracy (or creation of it): "universities-along with other cultural institutions-have a responsibility for promoting a better understanding and practice of democracy, including the building of a shared memory and a pluralistic community" (p. 194). This pluralistic community seems impossible under the above definition of globalization.

There are arguments on both sides about whether it is globalization or internationalization that is happening under the current conditions of higher education on the global scale. Knight (2008) outlines the position that new developments in the field of international education present "new opportunities to promote one's culture to other countries and further chances for the fusion and hybridization of culture" but also notes the position that "these same forces are eroding national cultural identities and that, instead of creating new forms of cultures through hybridization, cultures are being homogenized (which, in most cases, is interpreted as Westernized)" (p. 179). Neither of these positions seems to reflect Marginson's (2006) definition of internationalization; even in the optimistic case that cultures are not being lost to Westernization, they are still

changing to become hybridized. It seems that, even as the language in this discourse promotes the use of the term “internationalization”, “globalization” may be a more accurate one.

It is critical to note this distinction, because as Knight (2008) notes, education is a “vehicle of acculturation” (p. 179). Dewey (1916) wrote extensively on this point in *Democracy and Education*. He viewed education as a means of cultural reproduction and continuation. If trends in higher education are part of a process of globalization and cultural homogenization, the continued existence of cultures of developing nations may be at risk.

Facilitating exchanges in education across borders is the General Agreement on Trade in Services (GATS). The GATS is an agreement set by the World Trade Organization (WTO) which is open for membership worldwide. The purposes of the GATS are “(a) to progressively and systematically promote freer trade in services by removing many of the existing barriers to trade, and (b) to ensure increased transparency of trade regulations” (Knight, 2008, p. 149). Nations may choose to sign the GATS and, by doing so, are bound to general principles and schedules for commitments to be realized (p. 150). In the 1995 round of negotiations for the GATS held in Uruguay, education was added to the list of tradable services in the agreement for negotiation of terms.

In this move by the WTO, a paradigm shift in the understanding of the purposes of education is made explicit. Knight (2008) asserts that “The fact that education is now one of the 12 service sectors in the General Agreement on Trade in Services (GATS) is positive proof that importing and exporting education programs and services is a

potentially lucrative trade area” (p. 27). It is evident that the discourse of education has shifted from Dewey’s (1976) democratic notion of education as a public good for the collective benefit of society to a business model of profit and gain. With the realization that this is occurring, many questions are raised and primary among them is: “for whose benefit and at what cost?” (Rouhani & Kishun, 2004, p. 237).

Major Institutional Strategies for Internationalization

In this section, I will discuss four institutional strategies to internationalize that are prominent in the Canadian field of higher education: (a) the internationalization of curriculum offerings, (b) student exchange and work/study abroad programs, (c) partnerships with foreign institutions, and (d) the recruitment of international students to Canadian universities. Each of these major strategies will be explored in turn, and special attention will be given to international student recruitment for its prominence in the process of internationalization at the institutional level.

Internationalization of Curriculum

The internationalization of curriculum at institutions of higher education is defined by the AUCC (2007) as “the effort to introduce an international, intercultural or global dimension into course content and materials and into teaching and learning methods” (p. 12). This can include the presence of language-learning courses, degree programs dealing with themes of international or global issues, or courses within more traditional degree programs (Hovland, 2006). The internationalization of curriculum makes higher education relevant and relatable to international students (AUCC, 2007; Mestenhauser, 2002); and prepares students, both international and domestic, to be global citizens who are critically aware of and proactive about the process of globalization and

its effects on people and nations. Hovland lists a number of purposes of liberal, internationalized education, including for students to:

gain a deep, comparative knowledge of the world's peoples and problems;
analyze global issues and events through inquiry and inform themselves about the historical, geographical, cultural, political, economic, scientific, and religious contexts within which these issues must be understood; recognize that citizenship in a nation is only one factor in understanding the world; sustain difficult conversations in the face of highly emotional and perhaps uncongenial difference; understand – and perhaps redefine – democratic principles and practices within a global context. (pp. 16-17)

Internationalizing the curriculum is a primary consideration in keeping the offerings of higher education relevant in a globalizing world, and an important strategy for many universities in Canada and worldwide to internationalize.

Student Mobility and Partnerships

Work/study abroad and exchange programs, encompassed by the term “student mobility” by the AUCC (2007) is another example of a primary strategy for internationalizing higher education. This can take the form of domestic students taking courses that contribute to their degree in a country abroad, being employed or volunteering abroad in programs geared towards development or aid work, or exchanging places with an international student in an organized exchange program for academic credit. Common problems with student mobility, according to the AUCC (2007), are lack of funding, and lack of flexibility within the current curriculum for trips abroad, often meaning that study/work abroad or exchange translates into taking an extra year to

complete a degree. Despite these barriers to student mobility, work/study abroad and exchange programs remain an integral part of internationalization in higher education.

Tied to student mobility is partnership with institutions of higher education internationally. Domestic institutions partner with institutions with similar academic goals abroad for the purposes of student exchange/study abroad, for research collaboration, and for faculty exchanges in which faculty members teach or research abroad for a set amount of time. Lemasson (2002) emphasizes the value of partnership in internationalization of higher education, a field that is often not characterized by cooperation, but by competition:

To really achieve internationalization within our campus means that we have to put cooperation into the centre of all our academic activities. We are, in fact, reluctant to do so. We often pretend to want deeper internationalization, but as long as it does not touch either the independent or competition models, which we believe in, very often for financial reasons. (p. 85)

Collaboration between institutions of higher education internationally is a major strategy in the internationalization of higher education; as noted, however, competition is a dominant characteristic in the landscape of internationalization of higher education, as is most evident in the consideration of marketing educational programs and recruiting international students.

Marketing and Recruitment

The marketing of higher education is a contentious issue for many as it represents the importing of ideologies from the world of business into the world of academia. Many argue that marketing and recruitment furthers the commodification of education, a

process that will be discussed in detail in a subsequent section. My focus in this section will be initially broad as I begin with a discussion about marketing in higher education and recruitment as it affects the landscape generally. These general points all apply to the international version of recruitment as well.

The idea of using marketing techniques to promote schools is not a new idea. What is more recent, and of concern here, is the rapid evolution of marketing in higher education, and the increased reliance on business models, theories, and strategies to market education to potential students (Slaughter & Leslie, 1997). Marketing can serve the economic purpose of ensuring the production of revenue by filling lecture halls, and is usually thought to be guided by the “tyranny of the bottom line” (Kirp, 2003, p. 48). Some have asserted that marketing threatens the values of higher learning as a public good, and solidifies a paradigm shift of education for the bettering of society to being a private good. Gibbs (2007), for example, asks the question, “Does advertising pervert higher education?” (p. 3). At its worst, marketing is known to be manipulative, persuasive: “propaganda for the vulnerable” (p. 6), used most often to promote the interests of corporations. The use of certain marketing techniques in educational settings then, can be seen as “detrimental to the realization of the autonomous educated person . . . it is morally dangerous to utilize advertising to promote the process of educating the autonomous individual through recruitment advertisements when no such education is provided” (pp. 6-7). Gibbs points to the ethical concerns of adopting marketing strategies to promote education.

Along with ethical considerations, many are concerned by what is actually marketed when it comes to higher education. The societal values of participating in

education have shifted from the good of learning to being accredited with a degree for participation in the marketplace. The marketing of higher education has truly embedded these purposes in the consciousness of society; television, print, and internet advertisements promoting the economic and cultural capital of having a degree in the workplace are large in number. As education becomes a commodity in the workplace, it is more readily packaged and marketed.

Many have identified a problem with using business models to market education because education is a complex service that takes on many forms, has many providers and many customers/consumers. Going to university is not, as Sharrock (2000) puts it, “the same as going to McDonald’s, or staying at the Hilton” (p. 150). Maringe and Gibbs (2009) discuss the complexity of education as a product in that “the producer is ambiguous. Students are simultaneously consumers of the education experience . . . a resource for the development of others and producers of their own learning” (p. 47). It is inappropriate to view students as consumers/customers of education because this seats them in a passive role, while in education they are clearly producers and participants as well as “clients.” As the “product” of education, the larger “market” of education is also complex: “the system doesn’t look like the market portrayed in any Economics 101 textbook” in that golden economic rules of supply and demand are twisted in higher education: There are admission standards, selective acceptance and complicated pricing rules that differ based on what space in the hierarchy of reputation (or elitism) a school occupies (Kirp, 2003, p. 2). As a complex “product”, and one that many argue should not be viewed as a commodity, the marketing of education is a contested and controversial field.

While the marketing of education is complicated, and is the subject of much debate, there is little debate over the necessity of marketing itself. A university needs funds to operate, and revenue to assure that debt is not accumulated. As such, there is much competition for fee-paying students. The question then is not whether or not to market, but how to market in ways that do not threaten the integrity of the values of higher education. Kirp (2003) quotes economist Arthur Okun, saying “There is a place for the market, but the market must be kept in its place” (p. 7). The challenge then is finding a “middle ground, a way to stay true to [the] academic mission [of higher education] while not ignoring the force of the marketplace” (p. 35). Universities must embrace this challenge and not submit to the force of the marketplace nor ignore it. Universities “are not necessarily helpless in the face of consumerism” (Gibbs & Murphy, 2009, p. 343); they must recognize the dangers of marketing, selectively choose the positive aspects of it, and develop their own version of it.

It has been demonstrated that marketing education and the recruitment of students are areas in which a danger of the loss of values of higher education is present. These same concerns apply to the recruitment of international students. The international version of recruitment is further immersed in this discourse that is uncomfortable for many, as will be discussed in the Canadian and Australian contexts below, in that international students themselves are in danger of being viewed as commodities to host countries or institutions when their value is measured in profit or human resources.

Theoretical Frameworks for Internationalization

Having reviewed the major strategies of efforts to internationalize institutions of higher education, I now examine ways in which leading scholars in the field of

international education have made sense of these strategies and the institutions that use them. These frameworks apply directly to institutions and their role in internationalization. The frameworks below are separated into two categories: (a) ways to examine factors affecting the implementation of internationalization strategies, and (b) rationale for internationalization.

Factors Affecting the Implementation of Internationalization Strategies

While the strategies for internationalization depicted above are common to many institutions of higher education, their implementation is unique to each institution. How these strategies develop, their prioritization, and the administrative logic by which these strategies are implemented varies. Keller (1983, as cited in Davies, 1992) conceptualizes these differences in implementation in his model for “Elements in the Development of International Strategy in Universities” (Table 1, below).

In Keller’s model, (1983 as cited in Davies, 1992) factors that are both internal and external to the institution affect the development of internationalization strategies, and, thus, affect how internationalization actually takes effect on an institutional level. With respect to internal factors, the first to be considered (see column 1) are the mission, tradition, and self-image of the university. Questions arise with respect to how internationalization fits in with the mission, vision, and goals of the university, and the desired scope of internationalization: Will it encompass all areas of the university, or only particular ones? Geographical areas come into focus in relation to the tradition and self-image of a university, as well as the rationale for internationalization: Will recruitment be driven by financial motives or educational motives?

Table 1

Elements in the Development of International Strategy in Universities

Internal	University Mission Traditions Self-Image	Strengths and Weaknesses in Programs, Personnel, Finance	Organizational Leadership Structure
External	External Perceptions of Image and Identity	Trends and Opportunities in International Marketplace	Competitive Situation

Note: Adapted from Keller (1983 as cited in Davies, 1992)

The next internal consideration, found in the second column, institutional strengths and weaknesses, is broken down into three areas: programs, personnel, and finance. An institution that has a strong foundation in international curriculum already would have strategies different from an institution just beginning to internationalize its course offerings. Personnel also affect the implementation of internationalization strategies. Faculty qualified and knowledgeable in foreign issues or languages, and administrative personnel trained in cultural sensitivity or experienced in work abroad, are institutional strengths that affect the strategies employed by an institution to internationalize. Another internal consideration is finance. The structure of financing international activities (i.e., whether activities are self-funded, their cost, etc.) varies between institutions, and affects the manifestation of strategies to internationalize. Finally, organizational structure, depicted in column 3, is a prime consideration in examining internationalization strategies at a given institution--how are international activities organized? Are they centralized by having a senior administrator who oversees the process of internationalization, or does the administrative responsibility fall to individual faculties and departments?

External factors are also instrumental in the make-up of internationalization at the institutional level. Returning to column 1 we note that Keller cites the perceived image and identity of an institution as constituting the external counterpart of its mission (Keller, 1983 as cited in Davies, 1992, p. 184). The way in which an institution portrays its mission, and how internationalization fits into this mission, affects the implementation of strategies to internationalize, just as the actual mission does: "What does the university choose to emphasize in its marketing and hence its market positioning? This may be quite

different for different national markets for international students” (p. 185). Trends and opportunities in the international marketplace undoubtedly affect where an institution recruits international students and faculty, as well as the issues dealt with in an internationalized curriculum. Lastly, the competitive situation within which an institution resides determines whether that institution is a leader, a challenger, or a struggler. An institution could play one of these roles in a wide market, or a niche market. All of these considerations that have both internal and external factors affect an institution's choice of strategies employed in its efforts to internationalize.

Building on Keller's model (1983 as cited in Davies, 1992) of institutional strategies to internationalize, Davies (1992) develops his own model which does not contradict Keller but rather deepens our understanding of the process of internationalization by including factors ignored by Keller but which affect the process. Table 2, adapted from Keller, depicts four different approaches to internationalization.

Each quadrant in Davies' (1992) model is a combination of its position on two spectrums. The top row of Davies' model represents how the implementation of strategies is undertaken: Is the implementation systematic, or is internationalization happening in a disorganized, ad-hoc fashion? The column on the left makes the observation that internationalization at universities can be an integral and essential part of the institution, or it can manifest itself in marginal ways.

Davies' (1992) model is a useful tool for reflection and evaluation. Individual institutions should be able to place themselves in one of these quadrants, and it can be used for setting institutional goals. Most institutions begin at quadrant A, with an ad-hoc

Table 2

Approaches to Internationalization

	Ad hoc	Systematic
Marginal	A	B
Central	C	D

Notes: Adapted from Davies (1992)

approach to internationalization strategies that are marginal in the larger scope of the university. Many institutions strive to incorporate internationalization holistically and systematically, as the position of quadrant D represents. These two models are relevant and useful tools in exploring institutional response to internationalization, and strategies designed to implement responses more broadly.

A Model to Describe Institutional Rationale to Internationalize

While Davies' (1992) and Keller's (1983 as cited in Davies, 1992) models are still useful and relevant in efforts to understand internationalization at the institutional level, both lack extensive consideration of the reasons behind efforts to internationalize. Issues surrounding the reasons behind internationalization at the institutional level have been addressed in recent years by Knight (2003, 2008), and Knight & de Wit, (1995) in discussions of institutional rationales for internationalization. Knight (2008) describes the importance of understanding and communicating rationales:

Rationales dictate the kind of benefits or expected outcomes those involved expect from internationalization efforts. Without a clear set of rationales, accompanied by a set of objectives or policy statements, a plan, and a monitoring/evaluation system, the process of internationalization is often an ad hoc, reactive, and fragmented response to the overwhelming number of new international opportunities available. (p. 25)

With a focus on rationale, Knight (2008) builds on Davies' (1992) and Keller's (1983 as cited in Davies, 1992) models and expresses the urgency for understanding the purpose of internationalization. Knight's work on internationalization is extensive, and includes considerations of rationale on the institutional and national levels.

Knight and de Wit (1995) initially grouped rationales in four core categories: social/cultural, political, academic, and economic. Differentiation between institutional and national rationales was not considered, but this is of emerging importance in the contemporary landscape of internationalization, as reflected in Table 3, below. According to Knight (2008), social/cultural, political, economic, and academic rationales are still relevant, but “an unmistakable blurring of rationales has occurred across categories, accompanied by less clarity on what constitutes, for example, a political or economic rationale” (p. 25). The third column in Table 3 represents Knight's proposal for analyzing rationales from the perspective of individual institutions and nations, and demonstrates varying purposes of internationalization at its various levels.

On the national level, the development of human resources is a primary rationale for many countries worldwide: nations seek bright international students to become future contributors to the economy of a particular nation. For domestic students, a nation's government may want to internationalize higher education for the purposes of developing capacities for the participation of their citizens in international markets and corporations with a global reach to increase the country's economic competitiveness in an increasingly global and knowledge-based economy. Knight (2008) examines the human resources rationale in the context of “brain gain” and “brain drain” as the movement of valuable creators of knowledge and competitiveness is tracked worldwide from the global north and south, developed and developing nations: For whose benefit is internationalization? Can internationalization contribute to aid and development efforts worldwide, or does it exist only in a context of trade?

Table 3

Rationales for Internationalization

<i>Rationales</i>	<i>Existing Rationales</i>	<i>Of Emerging Importance</i>
Social/cultural	<ul style="list-style-type: none"> -National cultural identity -Intercultural understanding -Citizenship development -Social and community development 	National level <ul style="list-style-type: none"> -Human resources development -Strategic alliances
Political	<ul style="list-style-type: none"> -Foreign policy -National security -Technical assistance -Peace and mutual understanding -National identity -Regional identity 	<ul style="list-style-type: none"> -Income generation/commercial trade -Nation building/institution building -Social/cultural development and mutual understanding
Economic	<ul style="list-style-type: none"> -Economic growth and competitiveness -Labour market -Financial incentives 	Institutional level <ul style="list-style-type: none"> -International branding and profile
Academic	<ul style="list-style-type: none"> -Extension of academic horizon -Institution building -Profile and status -Enhancement of quality -International academic standards -International dimension to research and teaching 	<ul style="list-style-type: none"> -Quality enhancement/international standards -Income generation -Student and staff development -Strategic alliances -Knowledge production

Note: Knight (2005, as cited in Knight, 2008) p. 25.

These questions are addressed in the examination of the subsequent rationales surrounding strategic alliances in the form of geo-political and economic relationships between nations formed in the process of internationalization. A third rationale deals with income generation and commercial trade whereby internationalization can mean cross-border delivery of educational services, and the collection of high fees from international students. The rationale of nation building contextualizes internationalization in the discourse of national development and aid in high education, raising the possibility that developing countries can be assisted by efforts of internationalization in increasing access to education; likewise, does Knight's (2008) final national rationale of social/cultural development and mutual understanding bring issues of peace-keeping/building and the nurturing of relationships between nations to the table, although Knight (2008) acknowledges that these rationales are probably not as important as economic and political ones in many nations.

At the institutional level, Knight (2008) lists five rationales that currently apply to institutions of higher education, beginning with the consideration of international profile and reputation, which addresses the competitiveness that characterizes the landscape of higher education. The creation and maintenance of a positive reputation means that bright students and scholars will be attracted to an institution and also that success in a commercial environment will develop. Knight considers the quality and standards that can accompany efforts to internationalize in that higher education can continue to be relevant in the increasingly globalized world by internationalizing its offerings to students and faculty. This leads directly to the rationale of student and staff development: Stakeholders of higher education can benefit from higher education in a

globalizing world in which intercultural understanding is necessary by their involvement with an internationalized institution of higher education. Income generation, as outlined above in the national version of the same rationale, is a rationale that means the consideration of international activities like student recruitment as ventures in generating income. Knight discusses the complexities of this motivation, and claims notions of cost-recovery programs are muddled by politics of institutions being not-for-profit or otherwise. Strategic alliances between institutions has been outlined as a strategy in the section above, but can also be considered as a rationale for institutions to internationalize when linkages are established to widen networks and increase the possibility of this same strategy to be utilized more widely. Lastly, research and knowledge production is considered as a rationale, and is related to the national rationale to develop more “brain power” in a knowledge economy. This rationale can also be taken as a motivation for the sake of development itself in the fields of medicine and science, with internationalization entailing the collaboration of researchers worldwide for progress.

Knight's (2008) current model of rationale for internationalization, alongside the earlier models of Davies (1992) and Keller (1983 as cited in Davies, 1992) have formed a comprehensive theoretical framework with which to approach studies that examine issues of internationalization in higher education.¹

¹ The models outlined above are the ones that I have found most useful and comprehensive in my reading. They are not however, the only models that have been developed to examine and understand the internationalization of higher education. Knight and de Wit (1995) also reference the work of Neave (2003), whose model centres on the differences between models of internationalization driven by policy-makers (top down models) and those driven by managers of international programs (bottom-up models); Van Dijk and Meijer (1997), who expand on Davies' (1992) model by adding a column into the model to reflect where support for internationalization lies, be it one-sided or interactive at an institution; and Rudzski (1995), who identifies dimensions of internationalization (that relate to strategies outlined above) and stages that these dimensions go through in their development.

Commodification and Neoliberal Education Reform in Higher Education²

My discussion now shifts to two driving forces behind the internationalization of higher education: commodification and neoliberal reform. Commodification is defined broadly, as “efforts within the university to make a profit from teaching, research, and other campus activities” (Bok, 2003, p. 3). These activities can include, but are certainly not limited to, recruitment of fee-paying students. Under the umbrella term of commodification, a number of terms and concepts reside; notable among them is the notion of students as customers, clients, or consumers. Commodification indicates an understanding of the principal purpose of higher education as the means to an end of participating in an economy or workplace; commodification implies a product to be bought and sold, and, in this case, the conceptual product may be a degree, certain knowledge, the cultural capital of ownership of these things, or of being associated with a prestigious school (Aronowitz, 2000; Bok, 2003; Gibbs 2001, 2007; Kirp, 2003; Naidoo, 2003). In what follows, I will discuss neoliberalism as a guiding force behind the commodification of higher education.

Neoliberalism defines the dominance of the market in regulating the practices of any nation, organization, or system. This role must be of primary importance, and neoliberal ideologues insist that this market must be free from government interference: “In the neoliberal model the only acceptable role of the state is as a global policeman and judge, patrolling the edges of the playing field to make sure it remains level, adjudicating trading infractions and transgressions” (Slaughter & Leslie, 1997, p. 34). Economic

² While commodification in relation to internationalization is a notable part of the literature reviewed and a topic of importance, I chose to focus my research on other issues. To explore the effects and complexities of commodification in relation to revenue generation and internationalization, further research is recommended.

market forces are the guiding principle of neoliberal thought, forces which operate free from government and translate to unfettered competition among sectors. In business sectors, neoliberalism seems only natural, as profits, or the “bottom line”, has always been of central concern.

In public sector organizations and governance, however, neoliberalism does not always blend in seamlessly, for neoliberalism “is often equated with responsiveness to market forces rather than responsiveness to human needs. The assumption made is that improved national economic performance will ultimately result in increased national and personal well-being” (Kuchapski, 2001a, p. 119). Many have argued that this assumption is not reasonable. Haque (2000), for example, asserts the antidemocratic and troublesome nature of neoliberalism in the context of public governance: “Instead of being answerable to social welfare, citizens’ rights, poverty eradication, impartiality, fairness, representation, and justice, public governance is increasingly accountable for accelerating economic-growth rate, boosting efficiency and productivity, encouraging competition, maximizing profit, and ascertaining cost effectiveness” (p. 601). A neoliberal philosophy implies that value is primarily found in economic success which, at times, may leave behind values of the well-being or success of citizens of a nation, or shareholders of an organization or sector, defined in terms that are not monetary.

Neoliberalism is being realized in higher education alongside education reform. Education reform here refers to the restructuring of educational funding towards privatization, in that institutions (in North America, the United Kingdom and Australia) can no longer depend on government for the majority of their funding. The roots of education reform are traced to budget restructuring in times of economic recession

(Burke, 2005, p. 7-9). The 1970s are used as a marker for the beginning of education reform in North America, when a slow economy drove governments to fund areas that were considered of greater need: “These moneys were used primarily for entitlement programs (federally funded programs to which every citizen has a claim, e.g., primary and secondary education, health care, and Social Security), for debt service, and in the United States, for military expansion” (Slaughter & Leslie, pp. 7-8). This redistribution of funds indicates the prevalence of the neoliberal perspective that higher education benefits the public less than other sectors.

It is standard now for public institutions of higher education in Canada to be privately funded, at least in part, by student tuition fees, personal donations, and perhaps most contentiously, corporate funding (Schuetze & Bruneau, 2004). Under current conditions, colleges and universities compete with each other for students’ “business”, and students are increasingly seen, as noted above, as paying customers, consumers, or clients. This perception intensifies the commodification of higher education. These concepts make many academics uncomfortable because of the imported business ideology of “the customer is always right”, and because of the implied paradigm shift in the perceived purpose of higher education.

This ideology of the student as customer extends to imply that academics can become service providers, and courses, degrees, and the results of ownership of them (i.e., employment, membership to an elite class) can be considered products to be traded and consumed (Bay & Daniel, 2001). The commodification of education and importation of business concepts may at first seem, for many, to be a good and logical thing. Using

the business concept of a “customer care revolution” (Dando-Collins, 1996, cited in Scott, 1999), it would follow that:

Students who pay for their education will demand more from the provider of that education; institutions that compete for the revenue derived from the students will be more responsive to student demands, and the quality of the tertiary education experience for the student will improve. (p. 194)

It is evident here, that for many, the commodification of higher education can translate into students getting what they want--a concept that usually works quite well in neoliberal, consumer situations.

This revolution of student/customer care, however, is rejected by many academics, and it is clear that the importing of business concepts to the field of education is not always appropriate. The customer is not always right; this is true in almost any context, but in the case at hand of higher education, there is a salient case for resistance against the perception of students as customers. If one purpose of education is to help students to develop critical, informed opinions on a variety of subjects, then it follows that the opinions and desires of students are not (as yet) educated, and that “the student needs to ‘defer’ to the ‘teacher’ for guidance” (Scott, 1999, p. 198); that students “don’t know what they want until they’ve heard what we [academics/institutions of higher education] have to tell them” (Sharrock, 2000, p. 4). In short, the judgement of students should not always be considered to be paramount because it is often based on their desire to “finish quickly and achieve good grades” (Bay & Daniel, 2001, p. 6). What informs these desires? What values are these desires replacing?

Commodification of higher education essentially means the pursuit of education for the value it affords students in a neoliberal economy; commodified education is valued for the job market it opens for students. It is important to note here that higher education has always been a commodity in that it may afford the graduate the cultural capital associated with a degree. Kaye, Bickel, and Birtwistle (2006) make this point, and outline the history of education originally being for the elite and royalty, a phenomenon steeped in wealth (p. 87). It is the combination of the current conditions of neoliberalism and modern commodification of higher education that have formed a paradigm shift in the purpose of education that is of importance in this context.

The general shift from a production-based economy to a knowledge-based economy in the developed western world must be noted at this point. Aronowitz (2000) and Bok (2003) describe the shift of economic success to increasingly being based in research and production of new or different forms of knowledge. They trace this shift to World War I and II during which time global competitiveness in areas of knowledge erupted.

In this knowledge economy, higher education is most often perceived as a necessary gateway through the bottom-level job opportunities of yesterday's production economy (i.e., in manufacturing, manual labour, etc.) to higher paying jobs held by the middle and upper echelons of society. According to Dangerfield and Engell (2005), "college is a necessary passport into the middle class" (p. 1) which is not restricted as it once was, to the very wealthy. To many, this view of education as a means to economic ends is a notable shift away from what can be termed "higher learning." Aronowitz (2000), for example, states:

As long as I have been teaching in these systems, I have observed only rare instances of “higher” learning . . . For the most part, undergraduate education (in the United States) may achieve what a decent secondary school was expected to deliver fifty years ago . . . Higher education is rapidly becoming mandatory, if not in legal terms, in practically every other. (p. 2)

The necessity of higher education for entrance into neoliberal society is a marked change for Aronowitz.

Like Aronowitz (2000), Kaye et al. (2006) outline marked changes in modern education from a traditional liberal arts education, which demonstrate a shift in the perception of the purpose of higher education. The curriculum of traditional liberal arts education, according to Kaye et al., was based on St. Thomas Aquinas’s definitions of the *trivium* (from the Latin for “trivial”: reading, writing, logic, reasoning, public speaking) and *quadrivium* (sciences, maths, music, astronomy), and took 7 years to complete (pp. 88-89). This traditional curriculum is noteworthy for the reason that it did not obviously steer students towards a particular occupation, but was aimed at developing a range of faculties and competencies among students. This is different from many popular modern postsecondary programs in that “broadening intellectual horizons” (p. 93) is not the purpose of education anymore; preparation for the job market, and the “bottom line” (Kirp, 2003) of their future income is what matters to many students. Along with this student response to neoliberal forces in society, postsecondary institutions and governments mirror this stance by funding and supporting some programs that may have a higher rate of return (Klees, 2008) economically for students and the economies they reside in, than other arts programs that may not result in immediate employment upon

graduation (Aronowitz, 2000; Dangerfield & Engell, 2005). To illustrate this point, Giroux (1999) describes the example of a speech to the Boston Chamber of Commerce by James Carlin, a wealthy insurance executive who served as the Chairman of the Massachusetts State Board of Education, exclaiming, “At least 50 percent of all non-hard sciences research on American campuses is a lot of foolishness and should be banned. . . . there’s going to be a revolution in higher education. Whether you like it or not, it’s going to be broken apart and put back together differently” (Honan, 1998, cited in Giroux, p. 155). While Carlin may be an extreme example, there has certainly been an evident shift from thinking about education as an end in itself that is “higher learning” to thinking about education as a means to an end that is gainful employment; the intrinsic value in the experience of education is being replaced with the value of its outcome.

For many, this paradigm shift in the purpose of higher education has represented a crisis of values and a loss. Giroux (1999) calls this shift away from traditional purposes of higher education, which once always included liberal arts, “vocalionalization” and states that “we are currently asked to rethink the role of higher education” (p. 151). He points to the “subordination of learning to the dictates of the market” and an ominous “creeping vocalionalization” (p. 152). Aronowitz (2000) begins his book *The Knowledge Factory*: “It is becoming harder to find a place where learning, as opposed to “education” and “training” is the main goal” (p. 1) and defines training as Giroux’s vocalionalization, and education as preparation for fitting into a society.

Paul Gibbs (2007) is a conservative representative of the opposition to the changing paradigms of purpose and values in higher education. He states:

the perversion of the notion of education through foreshortening its scope and horizons provided to trained workers ceases to be education; it is an economic exchange that repays the worker (the student) handsomely over his/her lifetime. Although the economic aspect is important it has become a totalising ideology that is turning education into a commodity so that it can be more readily marketed and the potential cost of this market transformation is a devaluing of the notion of liberal education's virtue of tolerance, critical thinking, trust and benevolence. (p. 7)

The shift in the perception of the purpose of higher education has been met with a response from many academics, like Gibbs, with much resistance. A cursory review of the language used in titles of work surrounding this topic reveals the struggle in academia with commodification: *Saving Higher Education in the Age of Money* (Dangerfield & Engell, 2005); *Education Under Siege* (Aronowitz & Giroux, 1993); *Shakespeare, Einstein and the Bottom Line* (Kirp, 2003) to name only a few.

Another shift in the discourse of the ends of higher education that is inevitable is the question of whether higher education is a public or a private good. The realities of neoliberalism and capitalism dictate a move towards individualism in societies and organizations (Kuchapski, 2001b). This move is controversial in higher education in light of the perception of schooling for the collective good of the public. What are the benefits of higher education? Should schools be sites of cultural reproduction? Should they be places to develop democratic citizenship? For Dewey (1976), the maintenance and further development of democracy was this prime purpose of education: The school has the role of developing "all the relationships of all sorts that are involved in

membership in a community” (p. 83). For Dewey (1976), education is the best way of maintaining an informed and productive relationship between the citizen and the rapidly changing society of which she or he is an integral part (p. 84). While Dewey (1976) acknowledges the importance of lifelong education, he does not specifically speak about higher education as a catalyst for democratic change. Not doing so may have been the biggest oversight of his academic career, according to Benson, Harkavy, and Puckett (2007):

universities invariably constitute by far the most strategic component of a society’s schooling system. Dewey’s failure to see that had disastrous consequences. It resulted in his work on education giving remarkably little attention to the role of universities and therefore prevented him from ever developing the comprehensive strategy necessary to realize in practice the democratic system of “school and society” that he so passionately desired and so passionately preached. (p. 22)

While Dewey (1976) did not fully develop a stance on democracy as represented in institutions of higher education, and as public institutions that exist for the public good, according to Benson, et. al., Dewey’s democratic writings can easily be applied to higher education.

If higher education is valued by students for the individual economic ends a degree may afford a person in the job market, the democratic purpose of education is threatened. A call for the maintenance of the public goods for which education has been responsible has been made by many: “higher education contributes to the social well-being of its host community, and [that] this ought to be preserved outside the market-

upon which no price should be extracted. It is a public good” (Gibbs, 2001, p. 89); and Giroux (1999):

Fundamental to the rise of a vibrant democratic culture is the recognition that education must be treated as a public good and not merely as a site for commercial investment or for affirming a notion of the private good based exclusively on the fulfillment of individual needs. Reducing higher education to the handmaiden of corporate culture works against the critical social Imperative of educating citizens who can sustain and develop inclusive democratic public life. (p. 151)

Democracy’s maintenance and value as enacted in education is getting lost, and the individualism of capitalism is increasingly gaining ground. Converse to the student as an individual seeking individual ends through education is the notion of postsecondary institutions as individual actors in the competitive marketplace in which they need the tuition dollars of students to survive. This raises a variety of concerns surrounding the ethics of marketing educational products to students (Gibbs, 2007; Gibbs & Murphy, 2009; Kirp, 2003) which, in recruitment of international students, occupies a prominent space in the discourse of internationalization.

A Canadian Perspective of Internationalization

I now situate this chapter in the more specific context of this research, and turn to the state of internationalization in Canada. I discuss the somewhat contradictory stances found between the Association of Universities and Colleges of Canada (AUCC) and the positions taken by many of its membership which is comprised of 93 higher educational institutions. There are also discrepancies between the official position of the AUCC and

its member organizations and the conclusions of various studies on the internationalization of higher education that have been commissioned by the Association over the years. This diversity of opinion reflects the complex and contested nature of the processes of internationalization. I will then consider comparisons to Australia, which is a special case in internationalization in its extensive and profitable exportation of higher education.

The AUCC represents the interests of colleges and universities across Canada, and part of its mission is to give voice to concerns about issues affecting higher education in Canada. The AUCC deems the inclusion of education as a tradable service in the GATS to be an issue of considerable concern, as is demonstrated in their publications *Canadian Higher Education and the GATS: AUCC Background Paper* (AUCC, 2001a); *Joint Declaration on Higher Education and the General Agreement on Trades in Services* (AUCC, 2001b); and *The GATS and Higher Education in Canada: An Update on Canada's Position and Implications for Canadian Universities* (AUCC, 2003). These papers represent resistance to the commodification of higher education in Canada: “Higher education exists to serve the public interest and is not a ‘commodity’ . . . The mission of higher education is to contribute to the sustainable development and improvement of society as a whole” (AUCC, 2001b, para. 3). The risks of commodification are outlined in both of the earlier documents, and recommendations of caution and enforced transparency were made to the governing bodies of the AUCC member organizations. In the 2003 position paper, the AUCC extends these statements by stating,

This declaration seeks to set out a platform of principles guiding the globalization of higher education. It calls for a freeze in the GATS negotiations in trade in education services and, instead advocates establishing mechanisms for cooperation to address any barriers encountered within an international education policy framework rather than within a trade policy regime. (para. 1)

The reader will note the use of the term “globalization” in this excerpt, as opposed to “internationalization” of higher education, perhaps a sign of the acknowledgement that not all countries in the world are equal partners in the discourse of trade in educational services.

While the AUCC (2001b) considers the GATS dangerous, it does embrace the internationalization of higher education:

The internationalization of higher education is integral to the quality and relevance of the academic endeavour and research mission in the twenty-first century. For most institutions, international trade in higher education is an important component in attaining higher education’s mission. For these institutions, education exports such as international student recruitment or the delivery of higher education programs across borders through distance education are part of a broader set of international activities which include faculty and student exchanges, research cooperation and capacity-building initiatives in developing countries. (para. 6)

Internationalization in Canada is touted as a good and necessary thing.

In the excerpt above, the reader will note the position that the recruitment of international students has in relation to other, seemingly more highly valued activities of

internationalization--like international exchanges, research, and aid/development initiatives. Recruitment, along with the provision of education online to international students, is understood here as an activity that is more commodified, more directed towards financial ends than educational ends – precisely what the AUCC is wary of in their statements about the GATS. Less commodified values of international student presence is noted elsewhere, in that international student bodies may increase appreciation for diversity and provide students both domestic and international with rich cultural experiences, and the experience of education abroad may afford international students better or different careers and lifestyles than otherwise available to them (McGuinty, 2010).

While the AUCC seems distrustful of recruitment of international students as an activity towards the commodification of higher education, many of its member organizations are embracing it for the parallel reason that international students are good for the Canadian economy. This vein of thought has been explored extensively in studies that seek out and embrace this notion (i.e., AUCC, 2001c; Roslyn Kunin & Associates, Inc, 2009), and is a prime example for the consideration of the commodification of higher education and motivation for internationalization.

A recent study commissioned by the Department of Foreign Affairs and International Trade Canada (DFAIT) and conducted by Roslyn Kunin & Associates, Inc. (RKA, Inc., 2009) entitled *Economic Impact of International Education in Canada* serves here as an example of how neoliberalism, internationalization, and commodification, all of which are supported by the workings of the GATS, are realized in Canada. Major findings include that “In 2008, international students in Canada spent in excess of \$6.5

billion on tuition, accommodation and discretionary spending; created over 83, 000 jobs; and generated more than \$291 million in government revenue” (p. iii). The benefits of institutions of higher education being open to international students are given in strict economic terms here. The economic benefits for the Canadian economy of international education is compared against its other leading exports like coal, oil, fertilizers, nickel, barley, lumber, and meat or swine (Table 15, p. 31). These data solidify the commodification of higher education in Canada under the forces of neoliberalism and internationalization.

Governments are taking note of the findings of studies like this one by DFAIT. The government of Ontario announced the implementation of a 5-year action plan called “Open Ontario” in a speech from the throne given on March 9, 2010 by Premier Dalton McGuinty. Part of the plan is to fund the aggressive promotion of Ontario postsecondary institutions abroad, and will increase international enrolment by 50% (McGuinty, 2010). The prime reasons the government gives for this move are that “their contributions will strengthen our schools and create more Ontario jobs” (section 4).

Comparisons with Australia

I shift my focus now to the case of Australia because it provides an example of highly advanced internationalization resulting in the increased dependence of government and institutions on the revenue generated by international students. The case of Australia is of relevance here because there are influential proponents of the notion that Canada should model internationalization plans and policies after Australia’s. According to RKA, Inc (2009), “Australia is THE current competitor to Canada in the area of International Education” (emphasis in original, p. 9). Given that Australia is seen as Canada’s

“competition” in the market for international students, there have been efforts to change policies affecting international students like those in the Immigration and Refugee Protection Act, which include visa processing and residence applications, to be more like our competitors. The AUCC (2001c) submitted a brief to the House of Commons entitled *Recognizing the Importance of International Students to Canada in the Immigration and Refugee Protection Act*, for example, that outlined research showing that Canada’s competitor countries (Australia, the United Kingdom, United States, France, and New Zealand) all have government-wide approaches to recruitment and policies in their immigration departments that have special considerations for international students like faster visa processing times and point systems that accumulate towards applications for permanent residence following the successful completion of a postsecondary program. Since the publication of this AUCC document, many of their recommendations have been implemented in Canada. Obtaining visas to study and remain in the country after studying is easier for international students than it has been in the past (Ontario Immigration, 2011). These substantial changes in policy are reflected in statements by government leaders, like Ontario’s Premier McGuinty, and indicate the ongoing transformation of higher education in Ontario: “Here’s an interesting fact: Australia’s third largest industry is international education – it creates jobs. So why wouldn’t you and I get serious about competing for international students?” (Benzie, 2010). This discourse indicates that Canada is on the cusp of significant change.

If this transformation is to be modelled after Australia (though this has not been officially stated), there is a risk being run of commodifying higher education further. Marginson (2006) describes the extent to which Australia has come to rely on

international education as a commodity to generate revenue. Australia has come to control a remarkable share in this global market especially considering its relatively small population:

Australia is the smallest of the major export nations: in 2003 its 9 per cent share of the global market in cross-border tertiary study constituted 18.7 per cent of its tertiary enrolments, the highest level recorded for any country (OECD, 2005, p. 267). This compares with 11.3 per cent of students in the UK and only 3.5 per cent in the USA. (p. 18)

To further exemplify the extent of internationalization in Australia, Marginson notes that in 2004, 19 Australian universities enrolled more than 5,000 international students, and Monash University enrolled 17,007. The highest proportion of international students on campus in 2004 was 46.8% at Central Queensland University (DEST, 2005 cited on p. 19, Table 4). Marginson also outlines the proportion of all university revenues in 2003 that international students provided, many of them over 20% (p. 19). These numbers place Australia as a leader in the provision of international education. Cash strapped university administrators and government officials in Canada have taken note of these successes, and there are efforts being made towards making the market more like Australia's example.

As illustrated with the example of the study commissioned by DFAIT above, international education in Canada is already being treated as an export commodity. Australia is much further along this path, as efforts towards internationalization are justified primarily by their potential to produce revenue to fund universities. Marginson (2006) describes the Australian government as having "entrepreneurial spirit" (p. 20), and

their developments in international education as “unambiguously commercial” (p. 21). Australia relies on international students as “the solution to all problems and needs, whether for new staff, buildings or communications systems. Turning necessity into virtue, universities incorporated ‘internationalization’ and cultural diversity into missions and strategic objectives” (p. 21). It would seem that the trends discussed in previous sections--neoliberalism and commodification--with all of their shifting paradigms and effects, are being embodied in Australian universities. In expanding Canada’s international market in education, it has yet to be seen if the same level of commodification as Australia will be undertaken; the potential and drive towards this destination, however, seem clear and present.

At the time of this writing the situation of internationalization of higher education in Australian is in flux. International student enrolments are down, and are predicted to plummet over the next several years to a fraction of what they have been recently. There are three main reasons for this. First, the Australian dollar is very high. Kremmer (2010) cites Melissa Banks, director of a higher education consulting company in Melbourne as saying, “We are now the most expensive country to live in as a foreign student. It is now 30 percent cheaper for a Chinese student to study in the US than in Australia” (p. 3). In addition, cuts have been made to the skilled immigration program that helps international students gain permanent residence and employment in Australia upon their graduation, a program that many international students have benefited from in the past. Nyland, Forbes-Mewett, and Marginson (2009) describe the Australian government in this decision to alter this program as “a government that was convinced it was confronting the greatest economic crisis since the 1930s and needed to be perceived by the electorate as

actively striving to protect Australian jobs” (p. 96). Third, threats to international student safety are increasingly a deterrent for international students. There have been numerous incidents involving mainly Chinese and Indian students as victims of robberies, assaults, armed burglaries, and even rape and murder. Nyland, Forbes-Mewett, and Marginson observe that the Australian government denied a systemic problem of violence against international students, until highly publicized protests and demands were made by the Chinese and Indian governments.

These factors have contributed to a decline in international student enrolment, and the prediction of a much further decline over the next several years. The question of how this decline will affect the Australian economy as a whole and the field of higher education in the country remains to be seen. As discussed above though, internationalization of higher education in Australia is in an advanced stage in which many jobs are centred on international students, and much revenue universities have come to depend upon for operating costs is derived from international students. Without the numbers of international students Australia has become accustomed to, jobs and money will undoubtedly be lost.

CHAPTER THREE: METHODOLOGY

As mentioned, institutional response to the internationalization of higher education is a key foundational area in the field that has not been thoroughly explored. Peters (2008, as cited in Jiang, 2) succinctly reiterates this gap in research:

In the age of globalisation internationalisation is one of the dominant strategic discourses that rule the university. We might consider it a set of processes in search of a theory and/or concept of internationalisation yet to be articulated for it most often figures as a discourse of strategy with an emphasis on 'how to' questions rather than a reflective discourse examining (political) ends or purposes.
(p. xi)

Due to this lack of reflective action in the field of internationalization towards such a fundamental concept as purpose, I have explored this area qualitatively in this study. The goal of this study has been to provide an examination of one institution's response to internationalization as expressed by persons who are most involved in the process of internationalization at MSOU, and as expressed in material published by MSOU online or in print; and to map the realization of this response in the history, present, and future of this institution. I have approached these goals by using the concepts and practices of case study research to construct my strategies for data collection, analysis, and presentation.

In this chapter, I will provide the reader with (a) the working definition and typology I have used of a case study; (b) my data collection strategies of semistructured interviews with key informants, document review, and journal writing; my data analysis strategies; and (c) limitations of this case study.

Case Study Research

I have approached my research at MSOU as a case study, guided by the definitions of this type of qualitative research by selected authorities in the field of case study research (Stake, 1995, Yin, 1994, Creswell, 2009). Creswell (2009) defines a case study as “an in-depth exploration of a bounded system (e.g., an activity, event, process, or individuals) based on extensive data collection. *Bounded* means that the case is separated out for research in terms of time, place, or some physical boundaries” (p. 476, emphasis in original). Under this definition of case study, my research is focused on the case of the initiatives taken towards internationalization within the bounds of a particular university, MSOU. Hartley (2004) emphasizes the notion of using a specific context to illuminate a process or phenomenon in case study research, stating: “The aim is to provide analysis of the context and processes which illuminate the theoretical issues being studied. The phenomenon is not isolated from its context” (p. 323). Having completed an extensive literature review on the internationalization of higher education, the data collection of this study serves to place the process of internationalization into a context, a strategy that has revealed useful information about the process of internationalization itself.

There are several different types of case studies, defined in different ways by different scholars. One way of defining a case study is by the unit of focus. Yin (1994) describes single case designs, and multiple case designs. This case study of MSOU is a single case design because its focal point is one institution; the purpose of this study is not to compare findings with those of studies performed at other universities. Within single case studies, Yin makes a distinction between case studies with embedded units of analysis, in which there exist units within the primary case unit that are taken as

important areas of focus in themselves; and holistic case studies in which the whole case and not its constituent parts is of primary concern. The example Yin gives of a holistic case study is fitting in this case: “the global nature of an organization or of a program” (p. 50). The case of MSOU and its efforts towards internationalization does consist of unit programs such as international student recruitment, study abroad programs, and ESL services; these units are of importance to this study, but not in and of themselves. The primary focus in the case study of MSOU is a holistic consideration of the institutional response to internationalization. This case study of MSOU is, thus, a holistic, single case study.

Stake (1995) and Creswell (2009) further define the types of case study by their purpose: Is the case study intrinsic in that it is studied as an end in itself out of interest in the particular case, or instrumental in that its results serve to further the understanding of something apart from the particular case? The case study of MSOU is both intrinsic and instrumental. The purpose of this research is not to generalize findings to be applied to other institutions in Ontario, Canada or otherwise; it is, therefore, intrinsic in that I have studied MSOU as a single case, as an end in itself. However, while not generalizable, this case study does contribute to the growing literature of other case studies at Canadian institutions, and as mentioned above, has been approached to reveal new information about internationalization in context, making my case study of MSOU instrumental to these ends.

Data Collection

Case study research is characterized by collecting data from “multiple sources of evidence with data needing to converge in a triangulating fashion” (Yin, 1994, p. 18).

Remaining consistent with this description of case study research, I have collected data in the form of interviews and documents, and by keeping a research journal of observations and memos. The purpose of collecting data through multiple sources of evidence is to ensure maximum dependability, and to compare and test findings with findings from other sources of data. I will review each source of evidence I have used in collecting data here separately.

Interviews

The primary source of evidence in terms of richness of data in this study has been seven one-on-one, semistructured, key informant interviews. By choosing 7 key actors in the field of international education at MSOU as informants--people who have extensive knowledge about the case being studied (Stake, 1995, p. 67)--I have discovered information I could not have directly observed due to its historical nature, or the nature of the information as opinion-based (Patton, 1990, p. 278). Each participant was an employee of the University either in a department related to internationalization or a senior administrative position that related in some way to internationalization.

The interviews were semistructured in that I prepared an interview guide based on my research questions and study goals (See Appendix A), but I used this guide only as a “basic checklist during the interview(s) to make sure that all relevant topics [were] covered” (Patton, 1990, p. 280). This approach allowed me the flexibility to be conversational in my interviews, and to follow strands of the dialogue to their exhaustion if I thought they would prove to be fruitful in producing useful data in my analysis of internationalization at MSOU. In developing my interview guide, I relied on Patton's extensive writing on the subject of how to effectively conduct interviews. Patton writes

about asking truly open-ended questions as opposed to dichotomous (yes or no) ones to allow the interview to be shaped as a conversation, and not something more rigid.

Secondly, I was sure to ask singular questions: Each individual topic or idea was sought out separately, as opposed to questions with multiple parts that cover multiple topics.

Asking a participant to talk about too much all at once threatens the clarity of the discussion, and the development of rapport with participants by confusing them with convoluted lines of questioning. Neutrality in the avoidance of leading questions is also particularly important, and, finally, probes, or follow-up questions are emphasized as important by Patton as well, in order to be thorough and not miss any opportunity to learn more from a participant on a given topic they might have more to say about. These points were considered in the development of my interview guide and throughout the process of interviews in this study.

In order to comply with the Research Ethics Board (REB) at Brock University and to ensure that the best interests of my participants were taken into account, I followed the standard protocol for performing research involving human participants at Brock University. This involved (a) submitting an application that outlined my study to the REB with a focus on the effect of my research on participants; (b) my interview guide; (c) a letter of invitation that outlined the purpose of my study, the potential risks and benefits to potential participants, information about the recording and transcription of the interviews, my plans to keep their identity confidential, and the expected length of the interview; and (d) an informed consent form that reiterated the information in the letter of invitation for participants who would sign the form indicating their informed consent to participate in the study. After this application was approved (see Appendix B), I selected

participants under the advice of my advisor and members of my thesis committee based on the potential participants' past or present involvement in the internationalization of MSOU, and their position as a key actor in this field. Participants were also helpful in recommending subsequent participants for the study. I contacted candidates via e-mail with my letter of invitation, and those 7 who accepted my request for an interview were sent the informed consent form, and I scheduled interviews at a time of their choosing in their offices at MSOU.

At the time of the interviews, I again outlined the purpose of my study for the participants, reminded them of the reason that I chose to recruit them as participants in the study, and expressed my gratitude for their willingness to participate. I collected the informed consent form signed by the participant, and I asked if the participant had any questions or concerns before beginning the interview. When the participant was ready, I proceeded to ask the questions I had prepared in my interview guide and to engage in conversation about internationalization at MSOU with them. I recorded each of the interviews using a digital recording device and later transcribed each interview myself for analysis. At the end of each interview, I thanked the participants for their time and their insight, and let them know when I expected to be finished my thesis, offering to contact them when a copy of my report would be available for them to read.

Document Analysis

In addition to conducting interviews in this case study, I have collected documents related to the internationalization of MSOU. Stake (1995) and Yin (2009) both advocate the use of documents to supplement other forms of data collection for the purpose of triangulation: "For case studies, the most important use of documents is to

corroborate and augment evidence from other sources” (Yin, p. 103). Charmaz (2006) asserts that documents can: “provide useful information about an organization’s professed images and claimed objectives-the front stage view aimed to shape its public reputation” (p. 38), and are useful to supplement and triangulate data collected in interviews. By triangulation in this context I mean that I have used these extant texts to reinforce what is presented in interviews or to contradict what is presented, depending on what has arisen from these texts. I searched for documents about or related to internationalization published on MSOU’s website, or in print (e.g., pamphlets/brochures). I printed everything I found online, beginning with all the material on the websites for the international offices/departments at MSOU, including site maps. Other examples of the type of material I collected are: newsletters, policy documents, strategic plans, and informational papers on programs. I collected and read the majority of the documents used in the study prior to the interviews in order to prepare me for developing appropriate questions for people involved in international education at MSOU, and so that I felt informed enough about MSOU’s international efforts to have a meaningful conversation with my participants.

Observation and Journal Writing

An intermediary step between data collection and analysis, and an ongoing practice for me in this case study, has been recording observations in the form of a journal. I have used a research journal as a tool to track observations and ideas from the outset of planning this study to its end. This tool is derived from grounded theory methodology, in which it is called “memo-writing.” Charmaz (2006) defines this strategy as an intermediate step between collecting data and writing a draft for a report. Here I

have included journal writing as a strategy for collecting data. Observations were also tracked in my journal, and observations are a key source of evidence in case study research. My journal entries have been written accounts of my ideas, feelings, and hunches about MSOU and internationalization. Entries can be informal and exploratory, and are usually kept out of research reports, although they often form the basis of the concepts explained in reports, and are used to develop drafts (Charmaz, 2006). Raw data can be brought into journals or memos to illustrate the grounds of analysis that are in foundational stages of development in a memo. Journal writing can keep researchers actively engaged with their research, and can track the evolution of researchers' ideas about their study. I have kept a research journal from the early stages of this research in choosing a topic, meeting with potential advisors and committee members, and researching literature, and have found it helpful to track my ideas and nurture an analysis of them. Evidence of this journal writing will not be readily apparent to the reader; rather this activity was for my own benefit as a researcher to track my thoughts during the research process.

Data Analysis

To analyze the data collected in my case study of MSOU, I drew on Patton (1990) and Creswell (2009). I treated each source of data in the same way. I began my analysis by reading all of my transcribed interview data, journals, and documents to do a "preliminary exploratory analysis" by "exploring the data to obtain a general sense of the data, memoing ideas, thinking about the organization of the data", writing notes in the margins, and highlighting potential points of interest (Creswell, 2009, p. 250). After this preliminary reading to get a general feeling for the content, I moved into a focused and

individual reading of each sample of data. In this reading, I thought carefully about the language used, what was obvious and what was implied, and what was left out. This close reading is in line with Patton's (1990) method of case analysis by treating each piece of data (i.e. the transcript to one interview, one journal entry, or one document) as a case in itself to explore the content of each individual sample. After this close reading, I moved to a cross-case analysis, which Patton describes as “grouping together answers from different people [or sources] to common questions or analyzing different perspectives on central issues” (p. 376). This focus on issues is consistent with Stake's (1995) focus in his discussion of case study research: “I choose to use *issues* as conceptual structure – and issue questions as my primary research questions – in order to force attention to complexity and contextuality” (p. 16, emphasis in original). These central issues emerged as the key themes of this research. After these themes were established, I continually revisited each sample of data, with a particular theme in mind with each reading, until this exploration of each theme was exhausted.

Limitations

As with any type of research, there are limitations to this study. First and foremost, the scope of this study is intended to be narrow, and is delimited by the context of MSOU. This is the nature of case study research. A common concern with case study research is the usefulness or “generalizability” of one case to other cases (Yin, 2009). The case of MSOU has something to reveal about internationalization of higher education in general, but this is not to say that each university in Ontario or Canada would produce the same findings; MSOU is a unique, individual case. This study contributes to the growing literature of case studies of individual universities in Canada, and, thus,

comparisons can be drawn and generalizations can be made by taking this growing number of case studies into consideration together. This exercise of comparison would be a useful one.

I did not encounter access to key personnel at MSOU in internationalization efforts to be a problem, but there is a possibility that some of my participants have withheld their opinions on the matter of internationalization if they perceived a difference in their opinion and the public image of MSOU. I perceived this was the case with at least one of the participants of this study, whose comments about MSOU while the tape recorder was rolling were different from the comments said when we were “off the record.” This was frustrating as a researcher, but I felt that I did everything in my power to obtain candid answers from the participants of this study, including the use of pseudonyms for participants who may have felt uncomfortable being identified as disagreeing with any institutional directions, and the use of a pseudonym for the university.

CHAPTER FOUR: DOCUMENT REVIEW FINDINGS

In the next two chapters, I review the findings of this case study of MSOU's response to internationalization. In this case study, documents published by and about MSOU and interviews with key actors in efforts to internationalize MSOU were primary sources of data.

In this chapter, I review the findings from the document review, but will also briefly refer to interview findings when necessary. I first outline the institution's commitment to internationalization as expressed in: (a) planning documents, (b) the organizational structure of international efforts as outlined in online material, and (c) the programs and initiatives offered as outlined in current documents and online material published by the University. After this section about the form that internationalization currently takes at MSOU, the history of internationalization at MSOU is explored. In addition to this narrative, I have produced a timeline of MSOU's historical involvement and efforts at internationalization by relying on archival documents and reports and on interviews with a number of the participants in this study who have worked at MSOU for several years (Appendix C).

Review of Current Documents

In this study, I distinguish between current and archival documents. Current documents, for the purposes of this study, are ones that can be found online on the website of MSOU. Archival documents were more difficult to locate, as they were dispersed between Special Collections in MSOU's library, and in the personal collection of participants in the study. The current documents reviewed have been helpful in revealing the present state of the response to internationalization at the institution; what

international departments, programs and initiatives exist currently at MSOU; and what their mandates are. In this section, I review the findings of the document review in a discussion of the evident importance of internationalization to the university in relation to its development into a comprehensive university, and the professed rationale for including internationalization as a direction for the university to pursue.

Current planning documents were most revealing in the analysis of the present state of internationalization at MSOU. These planning documents are future-oriented; they are demonstrative of current priorities and are indicative of the directions that the authors of these documents advocate for MSOU. Some of these documents (those written in 2006) are under review by senior administrators at the time of writing with a view to publishing updated versions. The documents I analyze here will be archival in the near future, but this is the nature of case study research: This is a study of one organization at a given time. Each of the documents reviewed in this section demonstrate a commitment to internationalization in the context of MSOU's journey to become a comprehensive university, and in the context of a world outside the walls of the institution that is characterized by forces of globalization in which a relevant education is an international one.

In this, a study about internationalization involving vision for specific elements of an institution, it is critical to examine the vision statement of the University as a whole. MSOU's (2006a) vision statement as expressed in the document, *MSOU: Building a Civil Society*, is:

Aspiring to a position of distinctive national and international leadership, MSOU is transforming its cultural and academic programming by building a full array of

graduate programs to the Ph.D. level on the foundation of rigorous programs of undergraduate study and by cultivating a robust research and innovation culture on the part of its faculty. MSOU is committed to sustaining a student experience of unsurpassed quality, to a strong and supportive learning environment, to vigorous and occupationally relevant experiential learning opportunities. The University's commitment to the local region is long-established and remains a cardinal value of MSOU's identity and mission. All these commitments attest to MSOU's recognition that it is the function of the university to contribute directly to building a civil society here in Canada and in the world around us. (p. 1)

Internationalization may have some place in this vision statement in the final sentence regarding the building of a worldwide civil society, but it is certainly not of primary importance. Of primary importance to the institution as a whole is the development of new programs and research initiatives, and the University's role as a contributor to society as a recognized leader, which indicates the importance of reputation in the field of higher education.

In the same document (Mid-sized Ontario University, 2006a), five institutional commitments are outlined: (a) Creating a learning community, (b) Fostering student engagement, (c) Prizing diversity and inclusiveness, (d) Developing research intensity with social application, and (e) Engaging the world. The influence of internationalization can be found in two of these commitments. In the section devoted to Prizing diversity and inclusiveness, MSOU is situated in a larger Canadian society “committed to human rights, to multiculturalism and to the recognition of difference as an affirmative value” (p.

4). More exclusively focused on internationalization, engaging the world takes the following into consideration:

With the positive and negative effects of globalization evident all around us, the university as a cradle of culture and enlightenment, the creator of new knowledge and understandings, and the educator of the next generation of citizens and leaders necessarily must engage the world and the issues of concern there. (p. 5)

As with MSOU's vision statement, a larger Canadian context is used in which globalization is a defining trend to which universities must respond in order to remain relevant. The commitment to engaging the world continues with a description of a vision for how this commitment should be realized at MSOU in the form of (a) international exchanges for students and faculty, (b) increasing an international student presence on campus, (c) seeking out and welcoming opportunities to collaborate with international researchers, and (d) hosting international scholarly conferences. In reviewing this document (Mid-sized Ontario University, 2006a), it is evident that internationalization is a priority at the institution in the inclusion, especially, of the commitment to engage the world.

MSOU's Academic Strategic Plan (Mid-sized Ontario University, 2010d) is a more recent document that reveals priorities, including internationalization which is embedded in various areas of focus. This plan is introduced with a description of MSOU setting a course in 1999 to establish comprehensive status, which entails the intensification of research endeavours and graduate studies as opposed to a sole focus on undergraduate studies and teaching. Internationalization is referred to specifically in this document as an area that has grown significantly since this banner year of 1999. Moving

forward, key academic directions, themes, and areas of focus are identified.

Internationalization is not named as an academic direction, theme, or an area of focus specifically; however, its presence is found as a subtopic within each area of focus that is outlined. A planned direction in research, for example, is to “increase the number of international research and development projects led by MSOU researchers” (p. 3), and, furthermore, the area of research that is given most attention in the document is globalization studies. Internationalization is also present in the focus area of graduate studies, where a goal is set to increase the population of international graduate students to 30% of the total graduate student population by 2014 (p. 4). In the area of teaching and learning, “critical perspectives on global challenges” are deemed necessary, and a goal is set to “expand study abroad and international co-op opportunities” (p. 5). Lastly, in the area of community outreach, a commitment to the global community is made in MSOU's goal to seek out “active partnerships with other institutions at provincial, national and international levels [that] will generate mutually beneficial opportunities through research and development projects of global significance” (p. 6). In MSOU's current Academic Strategic Plan, there is a stated commitment to internationalization as part of a larger goal to become a comprehensive university with a world-class reputation for research and leadership as well as teaching and learning.

Consistent with the institution-wide Academic Strategic Plan, each Faculty at MSOU has its own Academic Strategic Plan which integrates some aspect of internationalization into its more obvious and focused commitments. The Faculty of Education, for example, includes in its objectives that graduates will “extend community and global awareness”, and even states: “There is what can be called a sixth strategic

direction which, while not explicitly stated in MSOU 2014, expresses the increasingly international orientation of the University” (Mid-sized Ontario University, 2010e). The Faculty of Education plan goes on to describe examples of international initiatives within the Faculty, beginning in the mid-70s including student exchanges, courses offered abroad, and international cohort programs. The Faculty of Humanities also demonstrates a commitment to internationalization in their strategic plan, stating their goal of promoting intercultural knowledge and includes the objective to: “Emphasize the value of internationalization as part of this university's mission, and particularly exchange programs for both faculty and students at every level” (Mid-sized Ontario University, 2010f). In the Faculty of Math and Science, there is an emphasis on the “visibility” of MSOU scholars on the international academic stage in their Strategic Plan, in order for MSOU to be increasingly recognized as a comprehensive university with something of value to offer scholars worldwide (Mid-sized Ontario University, 2010g). All of these examples serve to illustrate the notion of MSOU as an increasingly internationalized university that is committed to further internationalization moving forward.

Alongside the Faculties at MSOU, MSOU Research also has a Strategic Plan for 2006-2011, which demonstrates a notable shift from an earlier iteration of the document (Mid-sized Ontario University, 2002) in its focus on internationalization. It states that “Globalization, Borders and Security” are strategic research themes of focus, and there is a section of the document devoted to “Research and Internationalization” which describes all research as “local and international”, and vows that “By 2010, MSOU will become known as one of Canada's leading and innovative institutions in research and development projects internationally” (Mid-sized Ontario University, 2006b p. 6). In

following with the institutional priority of its comprehensive status, researchers at MSOU are pushing forward in efforts to become internationally recognized for research.

A final document to review here is MSOU's Strategic Internationalization Plan (Mid-sized Ontario University, 2006c). This is the only document in which internationalization is the sole focus, not one element in a broader strategic plan. This document relates the commitments of the Canadian government, the Ontario government and its Ministry of Training, Colleges and Universities, and the AUCC to internationalize higher education, and aligns MSOU's goals. Specific to MSOU, institution-wide efforts towards internationalization are expressed as focusing on "Facilitating recruitment and retention of international students; developing mechanisms for internationalization of curricula; promoting student/faculty/staff mobility; fostering research and collaboration" (p. 3). Specific goals and objectives are listed for each of these areas of focus, demonstrating a thought-out plan of action to internationalize MSOU.

Organizational Structure of International Activities

I present here the organizational structure of international activities at MSOU. This section constitutes an important, but surface-level, description. How these structures came into being, their future directions, and views on the efficacy of this structure will be withheld until I present my findings from archival documents and interviews, as well as personal understandings of what internationalization actually means, and why it is important at MSOU. The information provided in this section has been gathered from the international websites (Mid-sized Ontario University, 2010c), which are linked to MSOU's main website under the "Academic" icon, from the Organizational Chart found

in Appendix A of MSOU's Strategic Internationalization Plan 2006-2010 (Mid-sized Ontario University, 2006c), and was also related to me by participants in the study.

MSOU's international activities are formally divided into four main offices: MSOU International, International Market Development, International Services, and the Intensive English Language Program (IELP). Each of these international arms reports to the Associate Vice-President, Student Services, with the exception of the IELP which is an independent department. MSOU's approach to international activities is, thus, a decentralized one in that each of these offices is separate with distinct mandates to drive their activities. Responsibility for achieving goals is divided among these offices, and there is no head office for international activities. In addition, MSOU has an Internationalization Committee, and Campus Ministries organize a program called Solidarity Experiences Abroad (SEA). In what follows, I summarize the activities of each office, and of the Internationalization Committee. For an overview of MSOU's current organizational chart of internationalization, see Figure 1.

MSOU International serves an administrative function of organizing and facilitating international initiatives on the institutional level. This involves assistance in the development of international opportunities for faculty, students, and staff to participate in; and the formation of academic linkages with institutions on a global scale for international opportunities of academic learning, teaching and research. MSOU International has programs for Visiting International Professors, Scholars and Staff, and facilitates the dissemination of information on international funding opportunities and project development for faculty and researchers (Mid-sized Ontario University, 2009, 2010c). MSOU International, founded in 1999, is responsible for providing

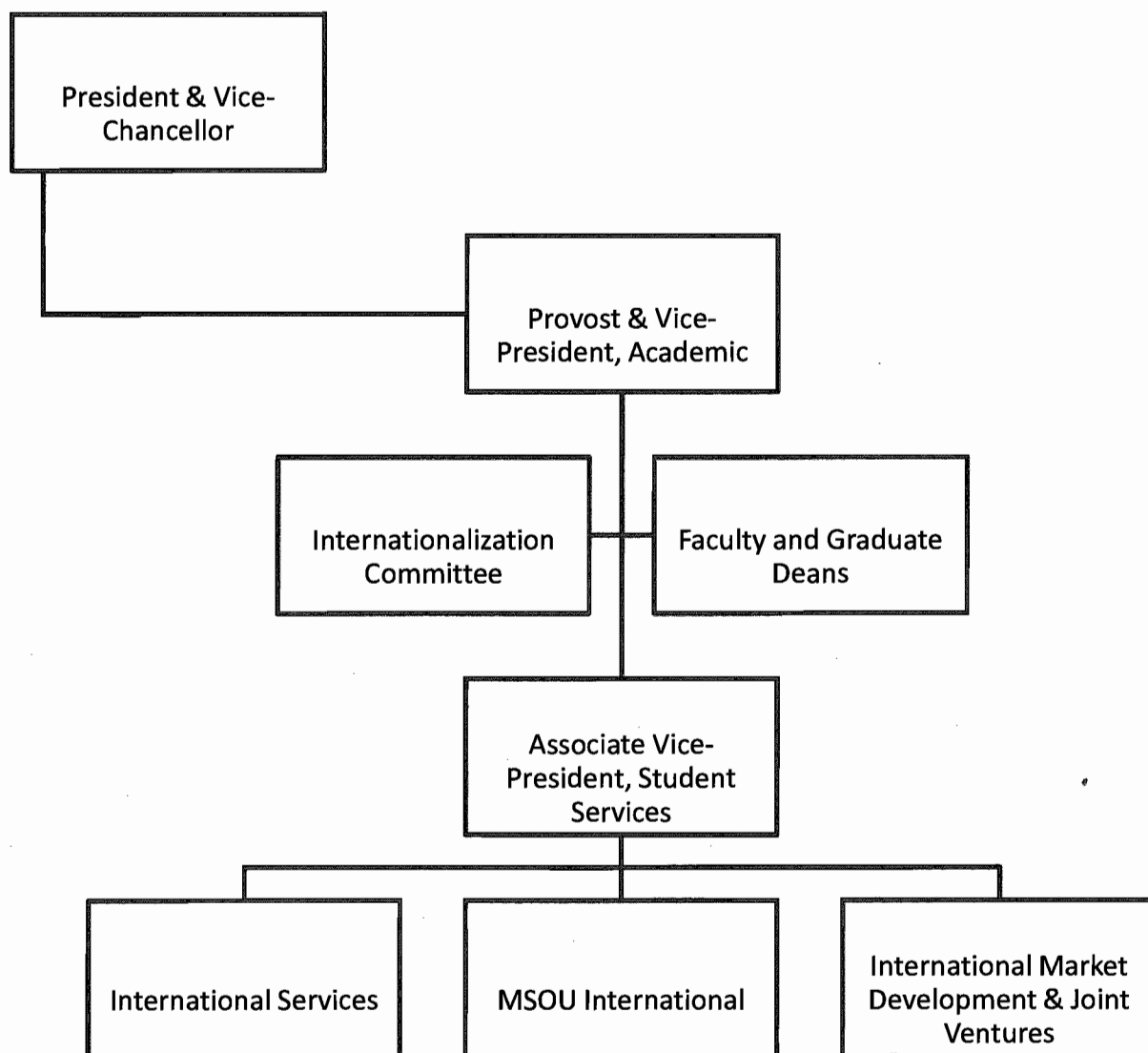


Figure 1. Organizational chart of internationalization at MSOU.

administrative and organizational support for international academic pursuits for all of MSOU.

International Market Development houses Joint Ventures, and is responsible for the development of partnerships with other institutions internationally for commercial purposes, and for much of the revenue generation that international efforts at MSOU depend on, especially the revenue generated from international student recruitment. International Market Development is a relatively new department. Founded in 2005, it is active in sending representatives of MSOU abroad to recruit international students in nations around the world, and has two representative offices for assisting prospective students in Beijing and Guangzhou, China. In the 2009/2010 academic year, MSOU was successful in recruiting a total of 1,132 students from over 90 countries (AUCC, 2010d; Mid-sized Ontario University, 2010h). Joint Ventures is active in forming partnerships with institutions in Canada and worldwide to facilitate international cooperation.

The IELP has been active for more than 30 years at MSOU. Its ESL services include English language courses and proficiency testing services, and IELP is a major source of revenue for internationalization at MSOU. For example, IELP funded the building of the first International Centre on campus which opened in September, 2010, and houses all four international departments in the same location and makes internationalization at MSOU more of a visible priority.

International Services has also been a part of MSOU for almost 30 years, and offers many services to international students such as academic and personal advising, health services coordination, as well as services to domestic students to help facilitate international learning experiences like exchange program administration. International

Services is committed to promoting intercultural understanding, which is a large part of its mandate, and staff members organize events and various programs on campus to this end such as International Education Week which takes place in November, and includes a conference on International Education, lectures on intercultural exchange, and other events involving international music and food experiences, and other recreational activities.

Solidarity Exchanges Abroad (SEA) is an important part of internationalization at MSOU, but operates on a peripheral level from the departments discussed above. SEA was established in 2004 under Campus Ministries and in partnership with International Services, with a mission stated as follows: “Our goal is to offer MSOU students a unique, hands-on international experience; providing the opportunity for students to explore the realms of social justice, and spirituality, while working on community development projects” (Mid-sized Ontario University, 2010i). SEA organizes volunteer opportunities for MSOU students over Reading Week and summer break in developing nations in Africa and South America ranging in length from 1 to 4 weeks. The purpose of SEA trips is to expose MSOU students to different cultures, languages, and religions, and to empower students to realize they can make a difference in the world. These programs are not for credit, and much shorter in length than other international opportunities available at MSOU. Over 500 students have participated in SEA trips since 2004.

Each of the four core international departments is housed in the International Centre at MSOU, which opened its doors in September, 2010. Prior to this, the international offices were located in various places around the University. This is the

first time they are all located in one place. All international departments report to the Associate Vice-President, Student Services.

The Internationalization Committee meets once a month, and is comprised of the following people: the Provost and Vice-President, Academic; the Vice-Provost and Associate Vice-President, Student Services; the Vice-President, Research; the Director, MSOU International and International Liaison Officer; the Dean of Graduate Studies; the Dean of Education; and the Dean of Business. The committee's mandate is to “serve as an advisory committee to the Provost and Vice-President Academic with responsibility for monitoring the ongoing development and implementation of MSOU's internationalization strategic plan. The Internationalization Committee will formulate administrative policy, facilitate cross-departmental and Faculty communication” (Mid-sized Ontario University, 2009). The committee is responsible for formulating and discussing the progress of internationalization objectives, reviewing contracts with other institutions that deal with exchanges and other forms of linkages, and developing internationalization policies (Mid-sized Ontario University, 2009). This committee, along with the four main international offices at MSOU comprise the administrative structure of internationalization at MSOU.

History of Internationalization at MSOU

Since MSOU's founding in 1964, there have been many developments towards internationalization; there have been many jumping-off points, many different directions, and many contributors to the present practice. As part of this study, I have developed a timeline (Appendix C) relying on archival material and the memories of some of the participants of this study, to map out the important events in the process of

internationalization at MSOU. Inevitably, much detail has been left out, including the development of specific partnerships with international institutions over the years. For the purpose of this timeline, I have included only those events that can be considered foundational to current policies and practices. These include references to selected major projects and the movement of people identified by participants and in documents as key players in internationalization at MSOU. In this section, I will discuss the events of this timeline as they have been presented in archival documents, especially editions of “The President's Newsletter” from the tenure of President Arlington¹, the final reports of various task forces, annual reports of international departments which have proven to be very helpful in this research, and the publications entitled *Profile* put out by the AUCC in the 1990s that outlined historical developments in internationalization at individual institutions across Canada.

Pre-1990

Internationalization at MSOU has been occurring for a long time. Before the establishment of international departments, and before mention of the word internationalization, international students were studying at MSOU, domestic students were studying abroad, and faculty members were collaborating with other scholars on an international scope. These activities occurred at the volition of individuals, however, and not as a result of an institutional thrust (AUCC, 1995). It was not until the 1980s that internationalization came into real focus for anyone at MSOU, and the 1990s that internationalization began to be advocated for as an institutional priority by people of influence in the MSOU community. In 1981 IELP was formed to serve the language

¹ All names introduced in the discussion of MSOU's history, are pseudonyms.

needs of international students as a program directed at students whose goals were to become international students in a degree program at MSOU.

In 1982, the then Dean of Education, Michael Patterson, made a proposal to then-President, Samuel Becker, to be the first International Liaison Officer (ILO) of the University after attending a conference on international development education organized by the Canadian Association of Deans of Education. Becker accepted Patterson's offer on the basis that “the principal interest in international development activity at that time resided among members of the Faculty of Education” (AUCC, 1995, p. 29). This point marks the first time anyone attempted to organize MSOU's efforts to internationalize. In 1985, International Services was established as a department at MSOU to coordinate exchange opportunities for domestic students, and to offer various supports to international students.

1990-1996

In 1991, Matthew Greene became President of MSOU and struck the Task Force on International Programs and Activities whose mandate was “to review all current international programs and activities, and to recommend future directions” (AUCC, 1995, p. 29). The Task Force “was surprised at the high level of faculty involvement in international work”, but took note of MSOU's current lack of organization and focus on the front of internationalization. The Task Force made a variety of recommendations in its final report, including:

That MSOU move boldly to build an international ethos throughout the University community; that international-mindedness as a goal for the University be included in the University Mission Statement; that awareness of existing activities of

MSOU's faculty, staff, and students be increased; that the institution recognizes its international students as a valuable asset in the internationalization process and provide more support for them. (Mid-sized Ontario University, 1991, pp. 5, 8)

In addition to these recommendations, the Task Force wrote extensively on the administrative structure of internationalization at MSOU. The Task Force recommended:

That there be a formally organized unit with the mandate to plan and implement the international mission of the University and the ensure that fulfillment of the mission becomes an integral function of the institution; that such a unit be appropriately staffed, full-time, with a senior academic as administrator and with support staff. (p. 10)

These recommendations did not lead to action at this point in time; several years later, reports still stated that “MSOU's international profile was unassuming, and there was little coordination of international endeavour across the institution” (Bromner, 2004, p. 1). It was not until 1999 that MSOU International was established to take on goals like those recommended by the Task Force, and not until 2001 that this Task Force's recommendations about the creation of a senior administrator position were acted upon. These developments will be discussed in turn.

MSOU's first major institutional linkage was initiated in 1994. Funded by the Canadian International Development Agency (CIDA), MSOU partnered with a local college and Burapha University in Thailand as part of a larger CIDA Thai-Canadian project. The purpose of the project was to develop a Centre for Industrial and Environmental Training at Burapha University (CIDA, 1994). A part-time project coordinator was hired to manage this linkage, who later moved to other full-time

positions in MSOU's subsequent international departments. This early linkage is important in MSOU's history of internationalization because it was the first of its kind and was ground-breaking for MSOU in the amount of money put into it (CIDA funded \$1.2 million of this project with MSOU). The Canada-Thai project opened doors at MSOU for many future institutional linkages.

In 1994, the MSOU International Council was struck as an advisory committee to the Associate Vice-President, Academic on internationalization, and in 1995 they produced a report for the Senate entitled, "The Process of Internationalization at MSOU", also referred to widely as the "Internationalization Policy." This document is strongly reminiscent of the above described 1991 final report of the Task Force on International Programs and Activities. Authors of this report claim:

Collaboration and the many activities that presently occur or are planned at MSOU clearly contain international dimensions. Often however, they are largely initiated and conducted by single or small groups of individuals acting on their own initiative. All have the potential for further development, and all might contribute to an institutional strategy of internationalization as long-term priorities of the institution are established. (Mid-sized Ontario University, 1995, p. 1)

The Council made recommendations to remedy this situation, including a specific desire to create "guidelines for ranking the various initiatives that will best enhance our international dimension, and then commit sufficient resources to the task to achieve objectives set out by the ranked initiatives" (p. 2). A long-term objective of the creation of a centralized Office of International Affairs was made; however, the recommendation of the Task Force on International Programs and Activities of the creation of a senior

administrative position was not made here as it was in the report of the 1991 Task Force (Mid-sized Ontario University, 1991).

The following year, in 1995, the Task Force on International Student Enrolments was struck in response to a direction of the University Senate, under which a goal for international student recruitment was set at 5% of the total student population. The final report of this Task Force made many specific recommendations for potential areas of growth, including (a) the use of faculty members who have international connections already as recruiters for MSOU, the use of graduating international students as ambassadors for MSOU who could be given promotional material to distribute upon their return home; (b) commercial advertising; and (c) attendance at international fairs. Barriers to attracting international students to MSOU that were reported here were: (a) high international tuition fees, (b) strict language testing rules that were particular to MSOU, and (c) a negative reception in MSOU's surrounding community to international students. The report also included a very broad list of countries and regions that the Task Force believed MSOU should focus on for recruitment activities that had already established connections (Joseph, 1995). This report marks the increased interest and investment in international student recruitment at MSOU that has continued to increase and remains a substantial institutional priority.

1997-2000

In 1997, an external review was commissioned to Tim Shue, the then-International Liaison Officer of another Ontario University to report on and make recommendations for international activities at MSOU. The review was solicited as a result of a decision to “adopt a higher international profile” at MSOU (Shue, 1997, Appendix 1). Even 7 years

after the initial 1991 report on internationalization by the Task Force on International Programs and Activities, Shue stated, “A number of MSOU people commented to me that very little international activity and commitment have been evident at MSOU” (p. 1). This is evidence that little visible action had been taken in the 1990s to this point. Shue refers specifically to the 1991 report, stating “It may be instructive for MSOU to re-visit the 1991 report, as much of its analysis seems surprisingly current” (p. 2), and to both the 1991 and 1997 reports together: “What I heard repeatedly was that little had been done to implement the proposals made by these two task forces” (p. 3). Shue made a number of specific recommendations for the expansion of exchange and study abroad programs; international student enrolment which sat at approximately 2% in 1997; internationalization of the curriculum--an issue that Shue noted was paid little attention in previous Task Force reports; partnerships with institutions in other nations; and the structure and coordination of international activities at MSOU. Shue recommended that internationalization be centralized at MSOU, as he found there to be “substantial support at MSOU for some version of [a] centralized structure” (p. 10). Shue provided a couple of examples of how this could be done, all of which included the formation of an international unit headed by a senior academic as director of this unit who would report to the VP Academic.

On the cusp of a change in presidency at MSOU, Shue (1997) predicted the changes James Arlington, as the new President, would encourage:

The advent of a new president at MSOU bodes well for internationalization, not only because of his established international interests but also because as he establishes his own patterns of leadership at MSOU, he will doubtless want to

review all of the University's prospects, priorities and plans. Among these will be internationalization. (p. 13)

As will be explored below, Shue's predictions here foreshadowed the extent to which internationalization at MSOU developed under Arlington's presidency. The years of writing reports with little visible results ended in 1997.

In 1997, James Arlington became President of MSOU. Four of the 7 participants in this study specifically pointed to Arlington as a key player in setting the impetus for organizing internationalization as an institutional priority at MSOU. Lee, a participant, called him "the driving force" behind internationalization; Morgan claimed Arlington "kicked the tires pretty hard and changed the institution" and "will be regarded by historians of the institutional development of MSOU as a really key player." Arlington set a clear path for MSOU as a comprehensive university, and was focused on developing graduate programs and research capacity in addition to MSOU's already established undergraduate programs and focus on teaching. In September of his first year as President, Arlington wrote a document entitled, *Institutional Planning and Priorities*. In this document, Arlington (Mid-sized Ontario University, 1997) stated:

[MSOU is] at a critical stage in its history, as the University community must define and seize the opportunities available to it. It is time for an evaluation of the University's accomplishments, with the intention of reconfirming those current values and activities that should be retained, even as we articulate new directions and priorities for the future. (p. 1)

Arlington (Mid-sized Ontario University, 1997) makes clear reference to a desire to internationalize and move away from being regional in scope:

MSOU must aspire to be more than a regional university; it should have legitimate ambitions to be an institution possessing both a national and an international reputation. MSOU has already achieved considerable success, as the reputation of any institution rests in the first instance on the accomplishments of its faculty and its students. A number of MSOU's faculty have distinguished reputations, and many of our graduates are beginning to take on positions of influence and prestige in Canadian life. But MSOU is more than the sum of the individual accomplishments of its faculty and students, and it must decide institutionally on priorities. (p. 1)

Arlington recognized this regional focus as something to “be more than”, as was the case as well with the focus on undergraduate education.

To these ends, Arlington (Mid-sized Ontario University, 1997) struck the President's Task Force on Institutional Planning and Priorities. The mandate of the Task Force was as follows:

- To review the institution's current array of programs and activities and to make recommendations concerning current institutional directions.
- To recommend new directions for the University in the context of its established strengths and the current and future academic priorities of individual academic units.
- To recommend new directions for the institution in response to the needs of its students, possibilities for research and creative activities, and the changing role of the University in relation to its external communities.

- To recommend the relative priority of these in the context of the University's financial circumstances. (p. 1)

The formation of this Task Force is a watershed marker in the history of MSOU, and the ensuing years of planning and priorities exercises are regarded by many as a time of rapid change and maturation.

Subcommittees of this Task Force were formed to deal with specific issues of importance for the University, including internationalization. I quote Arlington extensively here, as his words reflect the state of internationalization at MSOU at the time, and the direction he identified for MSOU's vision for internationalization moving forward. Arlington (Mid-sized Ontario University, 1997) wrote:

Virtually every Canadian university has identified internationalization as a priority. At MSOU, we should take satisfaction in our notable international success, for example, our English as a Second Language Program, and our recent initiatives in Thailand and China. Internationalization has, moreover, long been' important for MSOU, as indicated by several internal studies and reviews to determine how it might best become an 'international' university. Regrettably, though, little action has been taken on any of these reports, despite the clearly stated intention that MSOU must be an international university.

At the student level, there is currently no developed strategy for attracting international students and our exchange programs, while providing an excellent opportunity for a few students, are not generally known to the student population and are supported by only a handful of faculty. While we claim to be preparing

students for the twenty-first century, our curriculum continues to be narrowly-focused, ignoring parts of the world which will clearly shape the next century. Noticeably, our language offerings do not reflect the new economic and political order, and there is little evidence that they are considered an institutional priority. A major component of any internationalization effort is faculty involvement in international projects. MSOU lacks a clearly articulated position on the institution's commitment to development work in the Third World, even though we have a major project with several Thai universities along with a local college, a program with Jiang Xu University in China, and we are in the planning phase of projects in Guatemala, Mexico, and Argentina. (p. 4)

This clear and specific focus on internationalization as something that should be an institutional priority for MSOU to plan for and to include as something central to the mission of the university was new. The document this excerpt was taken from, “Institutional Planning and Priorities”, is positive evidence of the high level of initiative Arlington took in kick-starting MSOU on a clear path of internationalization.

Early in the Fall of Arlington's first year as President, a workshop was held on internationalization at MSOU (Mid-sized Ontario University, 1997). Faculty and staff worked together to brainstorm directions for MSOU, which were later reported on by the internationalization subcommittee of the President's Task Force on Institutional Planning and Priorities.

In the report of the subcommittee on internationalization, submitted in March, 1998, internationalization was clearly defined following the work of Jane Knight (see the introductory chapter of this report); and recommendations were made in four areas: (a)

administrative/organizational structure of internationalization at MSOU, (b) the student body and internationalization, (c) internationalization of faculty and staff, and (d) outreach to the community. These recommendations were based on survey results from over 100 faculty member and staff respondents, previous reports written about internationalization at MSOU (Mid-sized Ontario University, 1991; Joseph, 1995; Shue, 1997), and the ideas discussed at the 1997 workshop. The subcommittee's recommendations included the following items: (a) that the MSOU International Council of 1994 be reestablished as the main organizational unit of internationalization at MSOU; (b) that international student recruitment be intensified, and revenue from their tuition dollars be used towards student services for their acculturation, financial assistance, and other international student services; (c) that the Office of International Services receive a larger budget for appropriate staffing and travel; (d) that domestic students be more encouraged to participate in international exchanges; (e) that faculty members and staff be given monetary and professional incentives (i.e., consideration in promotion and tenure applications) to participate in international activities such as the development of international linkages; and (f) that internationalization at MSOU be more publicized to the surrounding community (Mid-sized Ontario University, 1998).

In 1999, 2 years after Arlington became President of MSOU, two important organizational changes were affected that changed the course of internationalization at MSOU and set expressed plans into motion. In his *President's Newsletter* on January 8th, 1999, Arlington announced that MSOU's Intensive English Language Program (IELP), then a part of the Department of Applied Languages, was to become an independent department, and be “given the freedom to be much more entrepreneurial” as it “generated

revenue for the University” (Mid-sized Ontario University, 1999a). This newly independent department reported to the Vice-President, Academic and was the second of the four international departments to be formed. That this separation was financially motivated, as expressed by Arlington, indicates a financial rationale for internationalization.

A second important development in 1999 was the formation of another current international department, MSOU International. This development, as reported in Arlington's *President's Newsletter* on September 17, 1999, was made in an effort of “furthering our international connections, which was identified as a priority in the Planning and Priorities document” (Mid-sized Ontario University, 1999b). Under MSOU International, a number of important initiatives were founded. The International Initiatives and International Course Support Funds were created to offer financial support to faculty and staff to explore new international linkages and courses abroad. These funds later became the prize of a competition held biannually and annually, respectively. Programs for visiting academics: the Visiting International Professor, Visiting International Scholar, and the University Mentorship were established. These programs welcome international scholars to MSOU by providing financial, administrative, and research assistance and mentorship for the professional development of international academics. This evidence of MSOU's evolution towards a more internationalized university are representative of actions that resulted from the work of the President's Task Force on Planning and Priorities, which continued to influence the shape of the university in subsequent years.

2001-2010

In 2001, a major change in senior administration occurred as a result of the President's Task Force on Planning and Priorities. A new department was established called International Cooperation, consolidating the previously separate units, MSOU International, IELP, International Services, and International Recruitment (which was not yet housed in International Market Development, as this department was established in 2005, but as part of all student recruitment activities). The department was headed by a senior administrator in a newly established position of Associate Vice-President, International Cooperation, a position which the founding Director of MSOU International assumed. The reader will recall that the formation of this type of administrative position was recommended by the Task Force struck by President, Terry White on internationalization ten years earlier in 1991 and by Shue in his 1997 report. In his *President's Newsletter* on May 22, 2001, Arlington stated: "There is no question that MSOU's international activities are growing, and that it is necessary that there be senior administrative leadership in this area" (Mid-sized Ontario University, 2001). The rationale for the consolidation of MSOU's international activities into one unit was further commented on in the *Overview of Programs and Activities 1999-2004* (Brown, 2004), including the following major points:

1. The identity and image of international activities at MSOU under a single integrated unit was clear and distinct within the University, eliminating confusion surrounding who was responsible for international activities.
2. A consolidated unit provided evidence of progressive change and a solid commitment to internationalization.

3. The creation of International Cooperation was seen to be timely and opportune, given the deliberations of Task Force and the intensive focus on planning and priorities.
4. The integrated and interdependent nature of international endeavours involving research, faculty, and student exchanges, ESL training, curriculum development and recruiting (these efforts can be separated into the categories of: administrative, service and entrepreneurial dimensions) were seen to be reflected in the structure of having one unit for internationalization that would maximize communication and efficiency between initiatives.
5. The creation of the unit was seen as a proactive approach as opposed to a reactive approach to internationalization at MSOU.

Under this administrative structure, internationalization at MSOU saw rapid development. Between 2000 and 2004, international student enrolment increased more than five-fold. The newly established Visiting International Professor, Visiting International Scholar, and University Mentorship programs outlined above saw much growth, and many new exchanges and linkages were formed over these years (Bromner, 2004). A new budgetary structure was approved in which monies for international activities were harmonized and an “aggressive institutional commitment to internationalization” was reflected (p. 5). Policies such as the “Study Abroad Policy”, the “Regularization of Course and Credit Loads for MSOU Students on International Exchange”, and “Policy on Language Study-Abroad Programs” were drafted. In addition to these developments, Bromner (2004) outlines goals that were set and responded to within this new structure, including:

enhanced and harmonized international recruitment activities in Recruitment and Liaison Services and the IELP; improved retention and turnaround time on international applications; harmonized access to high-quality international services for all international registrants at MSOU; enhanced access to high-quality cultural and social activities programs for all international registrants; enhanced social and cultural activities; improved marketability of MSOU's international programs by trading on the location, attributes, features and facilities of the local region; improved housing support and arrival orientation for incoming international registrants. (pp. 7-8)

Along with these successes, International Cooperation identified two problems with the process of internationalization at MSOU. Firstly, problems arose with academic agents from recruitment agencies who act as liaisons with international students applying to MSOU from abroad. As was found to be the case in many Canadian colleges and universities, academic agents were often not controlled and poorly regulated. The various results of this problem were that: “many *ad hoc* operators set up agencies or consulting practices, often without any real expertise in the field and often with a very poor practical understanding of how universities and colleges operate”; some agents made “false claims about what their agency is capable of doing on behalf of the potential student, and have charged fees (sometimes very substantial) for falsely claiming to arrange for supposed concessions or privileges”; weak or informal contractual agreements that lead to abuse of international students in the form of charging fees for information and applications; agents making commission on international student recruitment often “auctioned” students to the highest paying institution (Bromner, 2002, pp. 2-4). One incident spurred

the AVP, International Cooperation to action. This incident is described in an e-mail correspondence (published in Bromner, 2002) between Canadian ILOs and others involved in internationalization in Canadian colleges and universities:

We have had very recent unpleasant dealings with an Ontario-based agent, accredited by the Chinese government, who sought to recruit cohorts of Chinese students from a purported 'chain' of Chinese postsecondary institutions interested in joint venture educational prospects with Canada. Working directly with one of these Chinese postsecondary institutions, MSOU sent a faculty member to China at our own expense to administer an English placement test to several dozen potential undergraduate recruits. The test was to be administered at well below cost (\$US 25 per student) as an incentive to attract students to study at MSOU. Moreover, because the initial contact to the Chinese institution was mediated through the agency, the agent was eligible for a substantial commission from MSOU on each successful recruit. However, just prior to the faculty member's arrival, in an attempt to increase his profits without our knowledge (and certainly without our permission), the agent allegedly informed the students that they would have to pay his agency an \$800 (U.S.) representation fee prior to even being allowed to write the test or be considered for admission to MSOU. Predictably, this had disastrous effects on the turnout for the test and for the credibility of our university, which was linked (incorrectly but firmly) in the minds of the Chinese students and their parents to the opportunistic and unethical practices of this particular agent. (p. 5)

The AVP, International Cooperation attempted to engage other institutions in a dialogue to prevent unethical practices like the example above. As a result of these efforts, access to information for potential international students was increased: There were changes made to the paperwork and online material for potential international students informing them of the role of academic agents and the correct financial information (Bromner, 2004). Despite these positive developments, the AVP International Cooperation's efforts to initiate the compilation of a Canada-wide list of reputable agents and agencies for the perpetuation of ethical recruitment practices was met with resistance, and this initiative did not take off.

The second problem identified by the office of International Cooperation was the inequitable access of MSOU's offerings to international students: Access is equal because any student from anywhere may apply to MSOU, but access is inequitable because not all potential students can afford international tuition at MSOU. In response to this problem, the AVP International Cooperation proposed the Headspace Initiative which would provide full or partial scholarships to undersubscribed academic programs at MSOU:

For those classes or programs where class and seminar / lab / studio enrolments are lower than capacity, the marginal cost of instruction to the university for an additional student in that class or program is effectively zero, since no additional instructors, seminar leaders, demonstrators or technicians need to be hired to meet the needs of the students. This unused enrolment capacity in a given course or program can be referred to as headspace. In specific cases where courses or programs are under-subscribed, additional students can be added within the

headspace capacity of the course or program without significantly affecting costs.

(Bromner, 2004, pp. 40-41)

By using this headspace for funded international students, the problem of inequitable access to MSOU's education would be addressed in part: "Very bright but severely economically disadvantaged international students could effectively be granted full tuition waivers, paying only the baseline costs associated with administration and student services" (p. 41). Programs would be increasingly internationalized, the quality of international recruits would be heightened, and the potential for future MSOU graduate students in these recruits would be high, allowing for the possibility of MSOU's research reputation to rise as well. Despite all these potential benefits the Headspace Initiative would bring, senior administrators have rejected the idea based on concerns that the initiative would be seen to favour international students over domestic students in MSOU's funding policies.

The office of International Cooperation began to disintegrate as early as 2002, 1 year after its inception. The newly established harmonized budget was dissolved in favour of a decentralized faculty-based budgeting system with the rise of entrepreneurial international graduate programs. In addition to this change, the IELP was completely removed from International Cooperation, which was a controversial decision: "This change was opposed by the AVP International Cooperation on the grounds that integration, communication and coordination around ESL services for international students would be compromised" (Bromner, 2004, pp. 10-11). These changes were signs of more to come in the organization of internationalization at MSOU.

Evidence of MSOU's commitment to internationalization becomes threatened, or at least confused, over the next few years as two major changes in the make-up of senior administration at MSOU seemed to marginalize the institutional focus on internationalization to something less than central. In 2004, less than 3 years after the creation of the International Cooperation unit and the position of Associate Vice-President, International Cooperation, they were eliminated. This decision was based on the advice of a commissioned external reviewer, a former President of the University of Saskatchewan. His final report made the recommendation that

The current structure of International Cooperation should be dissolved, with international recruitment and student support programming being integrated into Student Services and with development, protocol, and policy matters relating to international activities becoming part of the mandate of the Associate Vice-President, Research. (Mid-sized Ontario University, 2004)

The position of Associate Vice-President, International Cooperation was thus eliminated, and the Associate Vice-President, Research's title underwent a change in nomenclature to become the Associate Vice-President, Research and International Development. The actual reasons for the elimination of this position remain unclear. One participant of this study expressed the reason as a personality conflict between the Associate Vice-President, International Cooperation and a director of one of the international departments, while another claimed a duplication of resources. Arlington (Mid-sized Ontario University, 2004), in his announcement of the elimination of this position, stated:

As is the case with all successes, we found ourselves at a point of needing to assess our international achievements, and to determine how best to proceed with

the international goals of the University's recent planning report, in the context of an increasingly decentralized administrative structure. This was especially so in relation to the need for greater integration of international students with Canadian students, the role of international recruitment as part of the University's larger recruitment strategies, the development of institutional policy that encourages individual initiative without sacrificing the University's overall responsibility to ensure academic and administrative integrity, and the need to pursue internationalization as it relates to the University's research agenda. (p. 2)

In effect, Arlington (Mid-sized Ontario University, 2004) maintained that the increasing variety between international activities made it difficult for one senior administrator to oversee all international departments and activities at the University. Yet another stance offered by Bromner (2004) was that “it was decided that MSOU would move to a decentralized model of international activity consistent with the entrepreneurial approach favoured by the six academic Deans and the Director of the Intensive English Language Program” (p. 11). These different (though not necessarily conflicting) reasons given for this major upheaval in organizational structure at MSOU leaves the rationale decidedly unclear; this lack of clarity is compounded by the fact that the actual report written by the external reviewer was not published, and remains today a private document to which I was not granted access.

In 2005, International Market Development was established. With this development, new reporting structures were formed on an ad-hoc basis that were short-lived before the structure settled into the state it exists in now, with all departments reporting to the Associate Vice-President, Student Services. One of these former

structures had the Director of MSOU International reporting to the Associate Vice President, Research and International Development until the resignation of the senior administrator occupying this position in 2006.

After this resignation of the Associate Vice-President, Research and International Development, a decision was made to replace this position with that of Vice-President, Research. In then-new President, John Langston's report to Senate on September 19, 2007, he explained:

Last year, a regular periodic review of research services and research administration functions at MSOU was undertaken. The review committee made a number of recommendations. Overall, the intensity, range and variety of research at MSOU have developed to a point where needs that must be met by the central chief research administrator will not continue to be well met by the current structures. . . . Last winter I began discussing with the Provost and with the Deans whether the position of Associate Vice-President, Research and International Development should be redefined as a Vice-President, Research position. Such a change would reflect the growing prominence and complexity of research and research administration at MSOU, and the need for enhancing representation of MSOU-based research internally and externally. The shift in the position would help achieve this. Such a change would signal to external partners, agencies and stakeholders that MSOU is a different institution than it was or than is commonly understood. (p. 2)

This decision was approved by MSOU's Senate and, to date, there is no senior administrator whose title indicates responsibility for issues of internationalization.

Langston refers here to MSOU's commitment to becoming more comprehensive as an institution, a process which invariably includes a strong focus on research. This process also includes internationalization, as explored above, but it appears here that research takes precedence over internationalization in MSOU's approach to becoming comprehensive. Under the current administrative structure, all international departments report to the Associate Vice-President, Student Services.

The final item of consideration in the discussion of the historical development of internationalization at MSOU is an event that occurred during the writing of this report. On September 13, 2010, the International Centre opened its doors. The International Centre is a building on the MSOU campus that houses all the international departments, a new Confucius Institute, along with MSOU's Department of Classics. By having a building devoted to internationalization at MSOU, the priority is made visible.

CHAPTER FIVE: INTERVIEW FINDINGS

In this chapter, I review the findings of the interviews undertaken for this study as a way of revealing the various understandings of internationalization, and expressions of the current response to internationalization at MSOU. Here I continue the task of putting this response into a temporal perspective by shedding light on how internationalization developed at MSOU, and by exploring directions for internationalization moving forward into the future as expressed by the participants of this study. Specifically, I will outline the results of my interviews in five areas: (a) the participants' interpretation of what internationalization means to the community of MSOU, (b) rationales for internationalization at MSOU, (c) the perception of MSOU's institutional commitment to internationalization, (d) the structure of internationalization at MSOU, and (e) future directions for internationalization at MSOU.

For the purposes of this study, 7 participants were interviewed. The participants are: Lee, Alex, Robin, Morgan, Leslie, Pat, and Jordan. Each participant was selected on the merit that they are knowledgeable about some aspect of internationalization at MSOU, and that they are or have been involved in initiatives to advance internationalization at MSOU. Lee, Leslie, and Jordan are all currently involved in international departments at MSOU. Alex and Robin are senior administrators. Pat and Morgan were interviewed because of their previous involvement in internationalization at MSOU as senior administrators. I am purposefully vague in describing the roles participants play in internationalization at MSOU to protect their identities. The interviews in this study produced extensive results with great variance in many areas.

Each participant contributed in unique ways to the study as a whole, bringing their varied and extensive experience and thoughtful perspectives to the interviews.

The Meaning of Internationalization at MSOU

Many of the participants of the study recognized the subjective or ambiguous nature of the term, internationalization, and suggested that it means something different to everyone. Robin stated:

I think it's a word we all use, but maybe it's a bit like the word 'beauty' or the word 'love'; we don't quite know what it means, and it has manifestations for individuals. I'm more interested in what internationalization means at MSOU.

How is internationalization defined here, in this context, in this time? Lee also expressed the ambiguity of the word internationalization, further complicating the issue by suggesting there is more than one definition, not only between institutions, but within MSOU itself:

It's one of those words that are really hard to define because it just means different things to different people. There are four international departments at MSOU, and it probably means different things to each one. It depends on what their focus is.

Lee's statement indicates the difficulty of finding one coherent definition of internationalization for MSOU as a whole. Leslie's definition of internationalization however, began with “As a university, we believe . . .” thus, contradicting the notion that a coherent definition for the university as a whole is elusive, as Lee believes. What follows is an exploration of the meaning of internationalization to participants in this study. Because of the nature of the positions held by the participants, their personal

definitions are relevant. These definitions are the ones that most influence how the process of internationalization unfolds at MSOU.

Internationalization was defined by participants as something plural: the sum, or the result of many parts of initiatives or processes happening simultaneously. Several participants emphasized the plural nature of internationalization, and stressed its nature as being more than one thing that is perhaps usually associated with internationalization. Pat, for example, stated: "Let me tell you what I think it's more than: it's more than having international students from particular parts around the world. I think it's a lot more than that." Robin also expressed an understanding of internationalization that is plural in nature. Internationalization

is not just international student recruitment, that's important; it's not just sending our students abroad, that's important; it's not just sending our scholars abroad and having visiting professors here from China or from India or from Germany or wherever, that's important.

Each of the activities Robin listed is part of a definition, but not a definition in itself; Pat denied that international student recruitment is, in itself, internationalization, but did not deny that this is a part of internationalization. It would seem then that one way of defining internationalization is by the various activities that take place at the university.

Alex offered a holistic definition of internationalization in keeping with the notion of defining the whole by its parts:

Internationalization, I think, involves various facets in postsecondary education. So you have international recruitment of international students that diversify your campus; you have the provision of an international education to Canadian

students, so that's through exchanges and study abroad, as an example; there's internationalization of the curricula, so trying to ensure that, across the faculties and all disciplines, you introduce a global aspect to the curriculum; there's certainly international research activity that can take place; and then there's just basically creating an international culture on campus that's very diverse and welcoming, and involves citizens from all over the world.

Alex covered a lot of ground here in taking stock of the different activities an institution may do to take part in the process of internationalization. Alex tells us what is *involved* in internationalization to tell us what it is, as Robin lists off activities that are important in the process, and Pat tells us what activity internationalization is *more than*.

Leslie's definition similarly covered several bases:

As a university, we believe that internationalization is internationalization of research, academic learning, and the service functions of the university. So it might be introducing international perspectives into the curriculum, into the courses that are offered to students here at MSOU. It's also offering opportunities to students to have international experiences, which may or may not be for credit; it could also be noncredit, it could be volunteerism. It's also about getting faculty engaged and interested in why it's important to offer international perspectives and global perspectives in the curriculum that they're teaching their students, and to learn more about the students that they're teaching too, because we have so many more students nowadays that have global experiences or come from other countries.

In each of these examples, internationalization is defined by the parts that characterize it.

To Alex's list, Pat added one more aspect to internationalization:

There's another way – an interesting thing that I know happens, if you look around MSOU today, you maybe can make a comparison from 5, 10, 15 years ago, walk the halls, there are people that you know have come from many different cultures; they're Canadians I would assume, but their cultures and their backgrounds at this institution now are diverse from what Canada was originally. They have a major contribution to make as well, because they understand the countries they've come from, the cultures that they've come from and grown up in, and that's a way of tapping into it as well as internationalizing. The campus gets internationalized by having international students, or students whose parents are first generation Canadians. It makes a big difference.

In summary, the inventory of parts to internationalization used to define the term by participants were: (a) international student recruitment and the resulting presence of a diverse study body, (b) the provision of opportunities for Canadian students to study abroad, (c) a modification of the curriculum to include international perspectives and international issues, and (d) the inclusion of international elements of research and/or international collaboration in research.

Although most participants were careful not to stress one element of internationalization more than others in explaining their personal understanding of the term, Pat placed a great emphasis on research as being the key defining aspect of internationalization that drives the other aspects forward: “The more you're involved in scholarship and research, the more we will get involved in international activities. More international students will be attracted here because there's a researcher doing this, or a

researcher doing that. Therefore, you'll internationalize.” To Pat, research is the most important part of internationalization, after which other aspects happen naturally.

In a departure from defining internationalization by its parts, Jordan discussed a number of different ways of looking at the concept. One way to look at it is to align it with intercultural understanding: “Internationalization is really an appreciation, a celebration, an understanding of other cultures, other people.” Jordan elaborated further, defining internationalization in two parts:

One is the factual part . . . knowing maybe a language, a second language, third language; knowing the politics of that country; knowing the concept of geography in a certain country. But then the other part is the human part of it. So one is the academic part, the other one is the interpersonal part.

Jordan articulated here that internationalization is about acquiring knowledge of issues international scope, or languages, as well as the development of intercultural understanding. Jordan defines internationalization by its desired results, in terms of knowledge and understanding. While intercultural understanding was used by Jordan to define internationalization, this concept was more frequently discussed in relation to rationales for internationalization, which I explore below.

Rationales for Internationalization at MSOU

Rationale is taken here to mean motivations and reasons behind internationalization. Many participants spoke of several coexisting rationales, but there were a couple of rationales that featured more prominently than others. Here I summarize the arguments of the participants of this study in this section by reviewing the following rationales: (a) social and cultural rationales, (b) economic rationales, (c) the

relevance rationale, (d) comprehensiveness and research rationales, (e) the learning rationale, and (f) the compliance rationale.

Social and Cultural Rationales

Every participant in this study spoke, to some extent, about the promotion of intercultural understanding as an important rationale for internationalization at MSOU. Lee gave an overview of this rationale: “Most people would make this basic argument that the more connection we have outside of our own jurisdiction, the wider our understanding of the world is. That's the simplest way of putting it.” Pat expressed this rationale specifically in the context of Canada as a multicultural society:

Canada is multicultural. We need to understand peoples from different backgrounds, different cultures, understand their thinking about things, because it's often quite different. I've been amazed when I've travelled . . . you just find that people think differently. We as Canadians need to understand people and where they're coming from; that will help us understand the differences, and what's important to them, and why they value certain things. Also it helps us understand the different religions, which is so critical in this world.

Pat talked about this intercultural and interreligious understanding as something that happens when people that are different from each other interact: “You get better understanding through internationalization, and, in other words, I think it's got to be two-flow: let's bring students here, let's interact with them, let's have them interact furthermore, with each other.” For Pat then, the rationale of intercultural understanding applies directly to having international students on campus at MSOU.

Similarly, Morgan discussed a “broadening” of minds and life experiences of students as a result of travelling: “There is an obvious motivation, which is personal development of the students in the program, and to have them broaden their life experiences”, with exposure with “less well-to-do” peoples. This broadening of perspectives that motivates internationalization for Morgan, also occurs on the level of faculty members who have international students in their classes, or travel to countries for recruitment purposes. Morgan asserted that this is a sound rationale for further internationalization. Morgan's discussion of rationales aligned with Pat's when it comes to the merits of hosting international students who, Pat explained, “bring a remarkable talent in their particular academic expertise to the university. All of that is combining to create a tolerance to difference.” This understanding, tolerance, or to go further, appreciation and celebration of different people, cultures, religions, and worldviews is a common rationale for internationalization at MSOU.

Alex spoke of intercultural understanding as a rationale in relation to the internationalization of curriculum, and asserted that MSOU should internationalize because of its responsibility as an institution of higher learning:

We want to ensure that we have a multitude of diverse opinions, and diverse cultures, because it enriches our campus. . . . It strengthens our curriculum when we look at different perspectives, different countries, and our international students, and faculty coming from different parts of the world can contribute to that kind of global understanding.

As a university, an institution that houses scholars interested in pursuing knowledge and truths, internationalization means giving students more.

Jordan spoke of the necessity of internationalization with relation to intercultural understanding with urgency:

Internationalization, to me, is essential to higher education – really, to any education. That people can consider themselves university students or university graduates and not know about the rest of the world is, to me, inexplicable. I think that to be well-rounded, to consider yourself to be educated, you have to know something about the rest of the world . . . have an understanding that there are people in the world who think differently than we do, who behave socially in different ways, and that within their contexts, they are correct.

To Jordan, internationalization is not an option, but a necessity. In my interviews with Jordan, Alex, Morgan, and Pat, as well as the 3 other participants, I found that intercultural understanding, in relation to various aspects of internationalization, was the most common rationale participants of this study mentioned and, in some cases, spoke at length about.

With relation to a similar rationale, Robin spoke at length about socioeconomic reasons for internationalization at MSOU. Robin described a rationale for internationalization in the following way:

It's about . . . taking into account, the myriad of relationships that characterize the global world. Key among those relationships are relationships and structures of inequality. The international inequalities in the world have never been more stark than they are right now. If universities bury their heads in the sand, and say “We're not going to worry about that . . . then, in fact, the world is going to get worse and worse, and our job as a university is to make the world a better place

not a worse place. Internationalization is about, to me, taking responsibility. Our responsibility as a developed nation with significant resources is seeing what we can do to make the world a fairer place.

For Robin, what is important about internationalization are the opportunities it allows members of the MSOU community to make a difference as global citizens. Key in reasons for internationalizing at MSOU for Robin are creating spaces where change can be affected.

Economic Rationales

The issue of financial motivation constitutes a major contrast to the socioeconomic and intercultural understanding rationales discussed above. To what extent does the financial side of internationalization motivate MSOU to be involved in the process? Morgan described the use of cohort programs as income generators as “fund-raising programs – somewhat inequitable in that sense that here you have a first-world country, recruiting students from an emerging country like China” on which the object was to bring students from China at our cost, in the sense that we set the bills, they would pay the bills and we would end up with profit over cost. The intention of [these programs] is to, quote-unquote, make money, quite apart from providing an educational service. That kind of sits uncomfortably on the tongue when you talk about international education and a commitment to assist other peoples, but that's part of this.

This admission that internationalization is partly about money, and that this is happening at MSOU was something that not many participants spoke about in an open way. Lee dealt with the issue of the financial by stating: “you simply cannot operate in a world

that's as connected as ours . . . you simply cannot operate in it if you want to do business with the notion that you just want to do it down the street.” This linguistic treatment of the university as business is not new in higher education, and Lee here conceded that to “stay in business”, internationalization is necessary.

Jordan described this financial motivation as problematic, and in conflict with the above described social and cultural rationales for internationalizing: “I hate to say it, but international students have become a commodity to some people. To me, that's reprehensible. I look at international students as human beings, but also as a way to educate us. So, if you're from another country, I talk to you, then I learn a little bit about your country.” Jordan went on to contextualize the commodification of international students in the situation of a capitalist society, and a failing Canadian economy, a context which is leading governments and institutions to internationalize for financial gain:

The Canadian government, the Ontario government, is making it easier for international students to come here, but I'm not under any illusion why they're doing that. Last year international students brought in \$6.5 billion to the Canadian economy. That's staggering. If they didn't bring in that much money, would we have these government programs to bring in international students? I doubt it. Universities, and MSOU is no different, they're falling on hard times financially, we have a deficit. If someone can promise \$100, 000 with a . . . program, they'll take it. They won't say no. That's commodifying students.

For Jordan, the financial rationale for internationalization is immoral. According to Jordan, this rationale is prevalent in Canada, and it is prevalent at MSOU.

Robin expressed these same reservations of the financial rationale behind internationalization, but qualified this by taking a realist stance:

I'm also a realist, so there are some students in developing countries who have financial resources and if one of those students comes to me and says "I want to come to MSOU and pay tuition", I'm not going to say, "No, go somewhere else. We don't want you!" But that shouldn't be our primary motive, but of course we have to be realistic and pragmatic about those issues as well.

Robin proposed that MSOU move forward with internationalization, but cautiously, in recognition of a potential danger in being driven by financial reasons at the expense of ignoring social and cultural reasons that may lead to different forms of internationalization, ones that may not produce as much revenue as international student recruitment.

Pat spoke of a financial rationale for internationalization at MSOU, but expressed that this can be justified by the fact that many activities that fall under the realm of internationalization are costly, so revenue generating activities are essential to cover these costs. Pat explained this in reference to one faculty at MSOU:

Part of the reason behind [some programs] is that it generates tremendous income. That income, the majority of it, other than 12% or some number like that goes to the faculty. So I know there's hundreds of thousands of dollars that goes to the faculty that the Dean has used to support research and scholarship by being able to offer grants, and even grants for international travel. The internationalization in that faculty of attracting students serves the purpose, not necessarily as a number one priority of internationalizing the faculty with students interacting with each

other and stuff, but in order to support another agenda: research. I know that for a fact.

Pat described the notion of using funds generated by internationalization activities as moneys used to make possible other initiatives, specifically in research. Lee summed up the need for money in efforts to internationalize succinctly, stating: “You need revenue, there's no question about it: International education is also about revenue. If that's there, the other things can operate quite comfortably.”

Relevance Rationale

A third major rationale for internationalization that was expressed by 2 participants is that MSOU has a responsibility to prepare students to graduate into a globalized world and workforce; with a relevant and internationalized experience in university, students may be better prepared for life after university. Alex stated: “We live in an increasingly globalized economy and society, so it's really important that our students and our graduates have a very good grasp, and they have the skills to work in an increasingly globalized environment.” Leslie echoed Alex on this point, saying that an internationalized education:

Makes that student more capable when they start their careers later, that they've experienced and seen, they've opened their minds in a way they wouldn't if they just kind of stayed at the classroom at MSOU, I think, or weren't exposed to teachers with global perspectives in the classroom here at MSOU.

Offering a relevant education is the salient rationale in these statements. If the University has a responsibility to prepare students for the workforce, and for society otherwise, Leslie and Alex believe that MSOU must push for internationalization.

In relation to the relevance of education to students, Leslie also asserted that faculty must internationalize their curriculum for it to be relevant to students who are increasingly international themselves:

It's also about getting faculty engaged and interested in why it's important to offer international perspectives and global perspectives in the curriculum that they're teaching their students, and to learn more about the students that they're teaching too, because we have so many more students nowadays that have global experiences or come from other countries.

To Leslie and Alex, a relevant education may be afforded through increased efforts towards internationalization.

Comprehensiveness and Research Rationales

In 1999, MSOU set out to become a comprehensive university with more graduate programs and research activity, as opposed to being primarily an undergraduate, teaching university (Mid-sized Ontario University, 2010d). Morgan spoke of this transformation and its relation to internationalization:

The notion of comprehensiveness included more research-intensity, attracting faculty who had that orientation, attracting and developing graduate programs, and attracting graduate students . . . then also in addition to that, the process embedded in that was the commitment to internationalize the campus more than it was already.

This historical context of becoming comprehensive as an institution has been dealt with in the analysis of archival documents. Here it is important to be aware of this effort as it relates to rationale for internationalization. Morgan's statement above about

internationalization as part of becoming comprehensive as an institution can be taken to mean that one of the purposes of internationalization, among other activities, is to contribute to an effort of becoming comprehensive.

Integrated into the process of becoming comprehensive, along with internationalization, is research. Research and international activities separately each help a university to become more comprehensive. Taken together, it would seem that international research, meaning research in collaboration with scholars or institutions worldwide, sets an institution on a path towards comprehensiveness. Research as a means to further internationalization, and research as an end in itself were explicitly mentioned by Pat, Lee, and Robin. Pat explained that international research should be a prime priority for an institution looking to internationalize because international students and scholars recognize international research as an important merit in an institution, and may be motivated to come to MSOU to study with scholars who share research interests.

Lee described collaborating internationally on research as essential for innovation, and explained that this innovation is a reason to internationalize. Lee stated:

The truth is that many, many initiatives, or new ideas, come about as a result of people from outside of one local area. Whether or not somebody is not from St. Catharines but works at MSOU, the local area is really defined in this case by geography, but there are lots of academics who have come here and either invented or helped to invent all sorts of important things for our lives.

Internationalization opens doors to discovery, and this is an important reason to internationalize for Lee. Robin also spoke broadly about the merits of research for an international community:

I would really like for us to be an institution that prides itself on the translation of our intellectual products into ways that would make life better internationally . . .

To what extent do we think about when one of our scholars makes a discovery in whatever area she's studying in, to what extent is one of the questions not just, 'Can we commercialize this and make money?' but to what extent is one of the concerns, 'How could we use this globally?'

Learning Rationale

Jordan spoke about learning as a rationale for internationalization, in relation specifically to being outside one's culture or language, such as in learning or research experiences abroad, and the experiences of international students at MSOU. Jordan acknowledged traditional forms of teaching and learning at the University, but went on to describe another way of becoming educated in taking a course abroad and learning experientially. Jordan explained:

You're not getting tested [on all of your experiences], you're not writing an essay on [them], you're not given a grade; but that doesn't mean that you're not getting an education. The most important things in my life that I've learned, I have no degree for, no certificate, no diploma for. I can't prove what I know. But to me, that's the other face, the other side of university – it's that it's not just there for knowledge, book learning, but it's also there for experiential learning, for figuring out - what does it mean to be a good person, what does it mean to be a citizen of Canada? Well, if you haven't left Canada, it's more difficult to be a good citizen of Canada if you haven't seen other people being citizens – good and bad – of

another country. And so the university gives its students the opportunity to grow in different ways. To me that's the rationale.

In this excerpt from our interview, Jordan expressed what it means to be educated in an alternative way to traditional classroom teaching methods. Internationalization opens doors for students to learn in different settings about a variety of issues--of importance to Jordan here, the issue of citizenship. For Jordan, an important rationale for internationalization is to provide learning opportunities to Canadian students when these opportunities would not otherwise be available to them in the classroom.

Jordan went on to talk about internationalization and its relation to language learning, and the opportunities afforded to those involved in international initiatives who put themselves outside of their comfort zones:

We can all be experts in our own area, but to be able to humble yourself, take yourself out of your comfort zone, and to say, 'I'm purposely going to go there and do something that is quite different', I think those are the times that we learn the most about ourselves, but also about other people.

Jordan's statement here can be applied to anyone who travels within the context of higher education: international students, study abroad participants, or faculty and staff on exchange. For Jordan, creating these opportunities for growth is an important rationale for internationalization at MSOU.

Compliance Rationale

The final rationale that I learned about from the interviews of this study was one of being consistent with the Ministry of Training Colleges and Universities. Alex explained:

The Ministry of Training Colleges and Universities has now made it one of their priorities to increase international enrolments at all Ontario universities, so we want to be very closely aligned with Ministry priorities, so likewise, we will be increasing our international enrolments here.

Thus, a rationale for internationalization is the desire to comply with the same standards as the Ministry. The rationale behind the Ministry's efforts to internationalize Ontario universities in the form of international student recruitment is beyond the scope of this study, but it obviously affects MSOU, as Alex indicates.

Perception of Institutional Commitment to Internationalization

In this section, I revisit the idea of MSOU's institutional commitment to internationalization. Several participants spoke about the importance of this expression of commitment, but were not in agreement as to whether this commitment is communicated effectively to the university community.

All of the interviewees agreed on the importance of the inclusion of internationalization in the strategic planning discourse, which establishes it as a priority for the University's administration. Alex expresses this importance of planning:

I think one of the key considerations is that internationalization has to be part of a strategic plan; it has to be a pillar of the university's strategic plan, and of our academic plan. As we move forward with our strategic planning, [we must be] ensuring that internationalization is represented within our plan, and that we set goals and objectives, and a clear direction and path.

As a senior administrator, Alex recognizes the role of key players in the institution in ensuring internationalization is included in plans moving forward for MSOU. Pat

described how the activities of internationalization must occur at the level of the faculties, but also acknowledges the importance of senior administrative support to set groundwork for the deans, stating that initiative must start from the office of the Provost & Vice-President, Academic, and then through the deans to all faculties: "If you want to have a major impact, it's got to start at the top." The idea that the push to internationalize on an institutional level must come from senior administration and be integrated into planning documents was a common one, expressed by many participants. As discussed in the review of planning documents, internationalization was, in fact, included. There was not, however, consensus among the participants about the actual support for internationalization by senior administration.

In Alex's statement above, regarding the importance of planning, there is evidence that senior administration supports and promotes internationalization at the institutional level. Outside senior administration, the perception of this support and promotion varied. Leslie, who works in an international department, and, thus, reports to senior administration perceived this support to be strong. Leslie stated:

Our current president is very supportive and interested and involved, but really it's spearheaded or led by another senior administrator, our Vice-President of Student Services . . . the motivation comes from the fact that it is one of our Vice-Presidents that wants this to happen, and supports all of our offices and our efforts.

Among the participants from the international departments, there was a consensus that senior administration backs internationalization as an institutional priority at MSOU.

Outside these departments, however, the perception of senior administration's support for internationalization, and the centrality of internationalization to the institution was questioned. As noted, Pat recognized the importance of this support from senior administration in our interview, however, Pat spoke broadly about what should or must be done to successfully promote internationalization on an institutional level, and not what is being done at MSOU. I prompted Pat, "Has senior administration made that clear to faculty that this should be a priority?" to which Pat responded,

I don't know for sure, but I would probably venture to say no. No, they probably haven't. Faculty are not going to get any points for recruiting a faculty member, an international scholar, unless in fact that leads to scholarship that evolves out of their partnership.

According to Pat, academics at MSOU are rewarded for their scholarly activities and research, and internationalization is perceived as something separate from or outside of this. Even though, as discussed in the section above with regards to rationales, internationalization can lead to academic research opportunities and the promotion of global scholarship, according to Pat, faculty are not being encouraged to participate in internationalization by senior administration, and there is a perception that this participation may take away from the required academic activities of faculty members. Another participant who did not perceive internationalization as something being promoted by senior administration as an institutional priority was Morgan. Instead of viewing internationalization as an institutional priority, Morgan sees it as a priority for individuals:

It's very much a question of individual members of faculty initiating the connection and making it work. It really isn't – this is not to be critical – it isn't really a coherent faculty policy. Internationalization is seen to be a good thing, but it's pretty much left up to the individual member of the faculty to decide whether or not he or she wants to become involved in that work, and if so to help them as far as the faculty is able, but by and large, it is not an institutional commitment . . . There's no kind of institutional commitment that says 'This is going to be the priority.'

While the document analysis I undertook, and the interviews with current administration and members of international departments contradict what Morgan said here, this lack of recognition of the importance of internationalization to the University is important to consider. Morgan went on to say:

My perception is that I don't think it's a particularly high priority, it's marginal, it's on the edge, it's on the periphery of the institution. The central priorities are to build the buildings and make space for students, provide space for faculty, particularly the sciences, and so forth. . . . If you look at the priorities, that's where they are. . . . So, somewhere in there is internationalization; I don't know, it's kind of like making a rice pudding with raisins: somewhere the raisins are there, but where they are you don't really know. I know that International Market Development's work is central to that and International Services' is, so there are people who have their own niches in the institution, but from an institutional point of view, I don't think there is a coherent policy on internationalization.

Morgan is well aware of the different international departments at MSOU, and knows from years of experience how they operate. This knowledge leads Morgan to believe that internationalization is peripheral, indicating that, like Pat, Morgan has not witnessed senior administration pushing internationalization forward.

Contradicting Morgan, however, was Jordan. Jordan pointed to tangible things that constitute MSOU's institution-wide commitment to internationalization. For example, Jordan described the \$500 bursary that is given to every MSOU student who studies abroad, "So, that's showing that we don't just pay lip service to internationalization, but we're actually putting money in, and you know that money is tight, but that's what we're doing." Jordan later went on to talk about the new International Centre that houses all the international departments. Tangible, monetary investments in internationalization, such as the new International Centre, demonstrate MSOU's commitment to internationalization, and ongoing support from senior administration. It is important to take into consideration statements, such as Morgan's, however, as representations of those not currently entrenched in the international aspect of the University, that do not perceive this commitment as those who are involved with the international departments do.

Whether or not MSOU's commitment to and senior administrative support for internationalization is evident or is recognized by all, each of the participants I interviewed who are currently involved in the international departments, Leslie, Jordan, and Lee, recognize it as such, and expressed great satisfaction and pride in the progress of internationalization at MSOU.

Jordan, for example, stated:

What we've been able to do that is truly remarkable. . . . I'm very, very happy with what's happened. Could more be done? Yes. My office could get a better budget (laughs). But then I think every office would say the same thing. So, being realistic, I think that what we've done is quite remarkable.

Like Lee and Leslie, cited to this effect above, Jordan feels a sense of pride for what has been accomplished at MSOU, and is satisfied overall with the support garnered from senior administration.

The Structure of Internationalization at the University

The perception by interviewees of institutional commitment to internationalization in relation to the current organizational structure of international activities will now be reviewed. The decentralized approach to internationalization at MSOU is not typical in Canadian institutions. It was noted earlier that the Task Force of 1991 recommended that MSOU should follow the practice of other universities in Canada by assigning a senior administrator to oversee internationalization, which is the common route. Lee similarly explains,

This is different from many other situations because in most you have some kind of centralized notion of it, you know, you usually have the ESL with it, but you have the student exchanges, the faculty exchanges, and the – if you will – the marketing or the revenue side, generally speaking under one roof. And sometimes [the responsible administrator is] someone very powerful like an AVP.

Most of the participants in this study were supportive of this unique current administrative structure of internationalization at MSOU. Lee, for example, expressed his satisfaction:

I think it would be a mistake now to create some individual who was some kind of a dean or an associate vice president. . . . we can operate separately and relatively happily, and we do have our grumbling differences here and there, but this is a special place, I've got to tell you. And I've seen a lot of similar shops. Usually, overseas they're run by a single individual who has a bunch of minions who are scurrying around, or in Canada, they're done in a typical way universities operate: either as a fiefdom, and they get disbanded because people hate fiefdoms in universities, especially because they become solid, nonmoving targets, or as smaller operations than this.

Lee expressed here an extremely negative view of the type of role that the Associate Vice-President, International Cooperation occupies at other universities. It should be remembered that until 2003, MSOU had such a position but it was abolished 3 years after it was created. I return to this decision below.

Pat, on the other hand, expressed concern that internationalization, under MSOU's current administrative structure, is not ideally organized because the aspect of research is left behind. Pat stated:

International in four units that all report to Student Services, I think misses out, unless there's something coming out of the Associate Vice President, Research's office to support it, or someone targeted to look after it there, they're going to miss out on that whole aspect of things. Student Services, that's great; you bring students here, take care of them, cuddle them when they get homesick, you do all that, but I think you need to focus as a university, on the scholarship and research.

When the role of Associate Vice-President, Research and International Development was eliminated for that of Vice-President, Research, the explicit link between internationalization and research was lost. Currently, there is a link to Research and International Development on MSOU's research web page, but this link brings a person to the homepage of the international departments. It is not evident from an outside perspective that internationalization is a focus of senior administrators in charge of research at MSOU, in title or in practice.

Future Directions for Internationalization at MSOU

Having discussed the historical and present context of internationalization at MSOU, I turn now to a review of the future directions for internationalization as expressed by participants in this study. In this section, I present what participants in the study expressed to be important directions in the future of MSOU's path of internationalization.

Expansion of Exchanges for Domestic Students, Faculty and Staff

Common among many participants was an expression that MSOU will continue many of its existing international elements that are offered at the institution for Canadians, like student exchanges, faculty and staff exchanges, and that it is important to develop new ones. The desire for more interest in the existing programs was a starting point for Leslie's discussion of future directions. Leslie explained this desire of exchange program organizers: "They just wish the numbers were bigger. And the numbers are getting bigger now. But it's only about 1% actually of MSOU's students that participate in formal [for credit] exchanges." Leslie went on to explain the growing interest in shorter-term travel programs that tend to be more for the purposes of volunteerism (i.e.,

International Service's SEA programs) because of the lesser time and monetary commitment. In the future though, Leslie mused that perhaps students who become involved in these short-term programs will become subsequently involved in the longer-term, credit programs offered by the University:

I wonder now if we'll see a trend of the students and participants that have had a taste of an international experience like volunteerism, or aid . . . now their eyes are opened by that initial experience, and now they'll want to look for a longer-term experience. So we might be getting increased numbers.

Leslie expressed optimism for growing student interest in existing programs at MSOU, based on the already growing interest in short-term volunteer-based opportunities abroad. As well as the desire to generate an increased interest in existing international programs for domestic students, a few participants spoke at length about a new program at MSOU for domestic students, the Global Transitions Program, that will be initiated in the summer of 2011. Alex, Leslie, and Jordan each spoke of this program in our interviews as a new and innovative program that will be unique to MSOU. The program, as described to me, and as is outlined in the Global Transitions Program brochure (Mid-sized Ontario University, 2010j), will run as follows: students coming out of high school will take an online course, Introduction to Intercultural Studies, in the summer to learn about the culture of a country they will travel to in September. In September, students will go on a 4-month study abroad/volunteering experience in Ghana or Nicaragua in one of three fields: health and medical, education and teaching, or social sciences. In January of that same academic year, participants will come back to Canada and continue their MSOU education on campus. Jordan described Global Transitions as targeted to students

coming out of high school who may not feel ready to go to university yet, or want to travel before doing so: “Some students who aren't even really thinking very much about university, but their parents are saying, 'Go to university, go to university', 'But I want to go overseas', well this is sort of a compromise.”

This compromise is designed to help students develop the tools to become global citizens (Mid-sized Ontario University, 2010i). Along with the evident exposure to global issues and different cultures that this program will afford, Jordan described two major benefits of this program for the University:

We think that those kinds of students will be the ideal candidates for exchanges, our short-term programs, but also making friends with international students. We need Canadians to be mentors to international students, and to say, ‘Oh, when I was in Nicaragua, I didn't have a clue what was going on, but this person was really nice, and helped me. I want to help. I want to help international students.’

It is the hope of program organizers that the Global Transitions Program at MSOU will promote global citizenship and intercultural understanding, as well as generate interest in other international programs at MSOU, and create a welcoming international campus for international students by virtue of espousing the desire to interact with international students in the domestic students on campus.

In addition to expanding the core international offerings for domestic students at MSOU, Robin expressed a desire to see additional programs for faculty and staff to have international experiences. Robin stated:

I would like to see more opportunities for our faculty to go abroad, to go to a university outside Canada on an exchange program for a year; I'd like to see more

faculty exchanges in which Professor Smith from our English Department goes to Mozambique and teaches in a university there, and we have a faculty member from Mozambique come and teach African Literature here, and Professor Smith is probably teaching Canadian Literature there, and everyone gains: our students gain, our department gains, everyone gains from the cultural experiences, not to mention the individual. . . . We need to have opportunities for our faculty because we've got world class faculty who have discoveries that need to be told [around the world].

Robin was careful to not leave staff out of his vision for the development of future programs. Robin reflected:

At the university that I was at actually, I developed an exchange program . . . for students and faculty in Australia, and one of our support staff, a secretary in our School of Journalism, went to their university and spent a year in their School of Journalism, and their secretary came back. . . . They had great experiences.

Unfortunately, at universities, we sometimes tend to forget staff, and they're a key part of it actually.

Robin envisions similar programs at MSOU to the one described above, and hopes for more opportunities for both faculty, and staff to have the opportunity to travel abroad for educational purposes.

The issue of equity is relevant in this discussion of increased participation in, and expansion of, existing programs. The ability of students, faculty and staff to partake in international opportunities is largely determined by individual financial circumstances. In relation to the difficulties in generating interest among students in study abroad programs,

Leslie spoke of finances as a major barrier: “Just to take that time away from here [is financially challenging]. They come in[to international programs] and they don't have maybe their jobs that they normally have while they're going to university, and all those things.” Robin echoed Leslie's concern over this financial barrier:

We need to give our students opportunities to study outside of Canadian borders and we need to figure out mechanisms by which financial capacity isn't the primary factor; it's much easier for students from certain socioeconomic backgrounds to go and spend a semester abroad, or a work term abroad, than it is for others. So a student who might have a single parent doing relatively unskilled labour is going to be at a disadvantage versus a student who's got two lawyers for parents.

One mechanism that deals with the issue of equity, and the high costs of participating in international programs at MSOU (The Global Transitions Program will cost \$5,500, for example) is the \$500 travel bursary granted to every student, without discrimination, who is accepted into an exchange program, something Jordan told me is uncommon to Canadian universities.

Intensifying and Diversifying International Student Recruitment

Along with developing new international programs and generating interest in existing ones, another way MSOU is moving forward internationalizing is through its mandate to increase international student enrolment by intensifying recruitment efforts. Many participants explained that MSOU's official plan on this front is to have 10% of the undergraduate student body and 30% of the graduate study body international. This initiative is in response to the provincial initiative to promote Ontario as a destination for

international education, and is in response to the University's increasing dependence on student tuition dollars for operating funds.

The issue of equity is again relevant in considering the expansion of international student recruitment at MSOU. With undergraduate international student tuition at \$2,832.03 per course, and graduate international student tuition at between \$18,900 and \$37,000 for the entire term of an international cohort degree programs at MSOU (Mid-sized Ontario University, 2010k), there are many people from many parts of the world that cannot afford to attend MSOU. Robin expressed concern for this issue, and a desire to address it at MSOU:

We've got some expertise, we've got some skills, we've got some great faculty, we've got some things we can teach international students, so it's important we do that. Now, we need to figure out the mechanisms by which we do that so that we don't only offer those opportunities to the wealthiest students in other parts of the world, and so we need to figure out as a university and as a society ways in which we make our expertise, which can potentially improve the lives of people, available to as diverse a population from outside Canada's borders as possible.

Robin reinforced the value of international student recruitment here, but qualified this by expressing the need to make MSOU's offerings more equitably available.

Related to the issue of equitable international student recruitment practices at MSOU is MSOU's current focus on recruiting students from China. Four of the 7 participants in this study addressed the issue of a prominent Chinese presence on campus. MSOU's institutional analysis (Mid-sized Ontario University, 2010h) indicates that in the 2009-2010 academic year, 73% of all international students, 832 of 1,132, were Asian;

this number has steadily climbed from the first few years these statistics were recorded, when Asian students made up around 50% of all international students at MSOU. These statistics do not account for how many of these Asian students are Chinese, but the participants in this study pointed specifically to China as being the dominant source of international students on campus.

This focus on recruiting Chinese students relates to equity because the reason MSOU is successful in recruiting students from there is that many students from China (or many students' families) can afford to pay international student tuition at MSOU--this statement is not true of a great many other areas of the world. Pat explained:

Internationalization means more than having a lot of Chinese students on campus. They're welcome; I've been to China and I think it's wonderful, but there's so many other countries, countries in South America, Latin America, Africa, South Africa, Asia. We haven't had much of an impact I think, in attracting those students. Why? They need money to come here.

According to Pat, this focus on recruitment in China above other areas of the world is due to socioeconomic factors. Lee summed up the situation of Asian students at MSOU succinctly:

What pays for the running of the place is the Asian students. They're well over two thirds of our academic [international] population. It isn't going to be Africa because you know, most of those students are risky; you never know if they're going to come over here and have no money, for example.

Lee's statement here struck a chord that is important in the consideration in MSOU's involvement in internationalization. According to Lee, MSOU depends monetarily on the

enrolment of Asian international students. This statement recalls the earlier section that dealt with financial motivation--a motivation that seems to be of prime consideration here.

At the centre of this issue of recruitment based in specific socioeconomic areas of the world is a recurring theme throughout this report: the commodification of international students. MSOU's dependence on high fee-paying Asian students (who are primarily Chinese), and the subsequent intensified targeting of students from this particular geographic and socioeconomic area of the world, indicates the commodification of international students. Statements of 3 of the 4 participants who addressed the issue of MSOU's focus on Asia as a particular area to recruit from indicated concern. However, only Jordan identified the commodification of international students as something occurring at MSOU. Jordan expressed, in no uncertain terms, that MSOU, and federal and provincial governments commodify students--a thing Jordan considers reprehensible.

There are initiatives to diversify the international student body at MSOU by expanding the areas that are targeted for recruitment. This is not a clear indication of a vision to include more students of a variety of socioeconomic backgrounds, however, because international tuition remains uniformly high. It is instead an effort towards the end of creating a more multicultural institution. Lee described a conscious effort to develop more representation of a more diverse set of international students: "The major issue at this point is diversification because we don't have much representation from Europe, we don't have a lot of representation from Africa." Leslie also discussed this effort to diversify the international student body at MSOU:

[Recruiters] are trying to go to different markets and look at the places where we're not getting any students and try to increase those numbers, and then we believe that it really does make for a more multicultural campus that's maybe not so Asia-focused or some other specific country from which most of our students come.

Leslie's mention of multiculturalism recalls the rationale of intercultural exchange and understanding.

The rationale for this diversification in recruitment of international students from various parts of the world is one of cultural exchange. Lee claimed, "When it comes down to it, the wider the range, the more interesting it becomes even for the international students." The rationale of cultural exchange recalls several participants' primary definition of internationalization as a cultural diversification of MSOU's campus. Alex stated that a large part of internationalization is "creating an international culture on campus that's very diverse and welcoming, and involves citizens from all over the world."

Other New Initiatives

Along with diversifying and growing the international student body at MSOU, participants indicated the diversification of programs and initiatives as a future direction for internationalization. The Global Transitions Program, described above, is an example of one new program being developed at MSOU. The newly opened International Center was referred to by a few participants in this study as a catalyst for the development of new programming. Leslie explained:

Our future has changed since we moved here. Just us physically being close together . . . I see that some things might . . . maybe some new initiatives and new programs will come from us all just being closer together actually, from these four units really working physically closer together and, therefore, we really do meet more regularly than we ever did before.

Alex also referred to the International Centre as a place to develop new ideas and programs: “As we move into the future, I think that a lot activity, programming, ideas will be generated within that hub on campus.”

The construction and opening of the International Centre on MSOU's campus marked an important turning point in MSOU's recent history. The International Centre will inevitably play a role in the future of internationalization at MSOU as international departments have the ability to work more closely together in a physical space devoted to international activities.

Among the new initiatives currently underway, Lee describes this one:

We are working on [a program] with five universities in Canada where they will do an 8-month preparation program – nurses – overseas, the ones that are from overseas, and then 4 months here, write their credential exam, and then become nurses in Canada. And this is a little bit unusual, but it's part of what we do is to go looking for things that are unusual.

People involved in internationalization at MSOU are seeking out unusual and innovative ways to internationalize. Robin explained that these efforts are made in a larger attempt to differentiate MSOU from other universities. Robin stated:

Universities in Ontario are going to have to begin to explain to the world and the government how they're different, I think that within a few years. There are all kinds of noise being made now in books and studies about the lack of differentiation; all Ontario universities are pretty much the same thing, and a government that is looking to save money is going to start to require us to differentiate ourselves.

MSOU will go forward using its approach to internationalization to differentiate itself from other universities by developing programs and initiatives that are new and innovative.

Another way MSOU can stand out in its efforts moving forward, Robin suggested, is to take an interdisciplinary approach to internationalization in order for innovation to occur in a collaborative context:

What we're prepared to do is that we're prepared to encourage our scholars from various disciplines to get together with each other, and to talk about what the interests are around questions of internationalization and globalization. So if we start to do that, what would happen would be that some of these scholars would bring their students along with them, or they might actually end up starting a graduate program, or an undergraduate program, or a research centre in which students could be employed. That's a possibility.

The possibilities suggested by Robin would emerge from scholars working together across disciplines, which is something that had not been identified as important presently or historically at MSOU by the participants of this study. Moving forward,

interdisciplinary collaboration may be included as an important part of MSOU's response to internationalization.

Identified Areas for Improvement in Internationalization

In looking to the future of internationalization at MSOU, two major areas stood out to some participants in which they felt MSOU should improve upon, or revise its approach towards. These are: the internationalization of the curriculum, and MSOU's relations with the Local community in regard to internationalization. Moving forward with these areas and improving upon the groundwork already made is a critical aspect of MSOU's response to internationalization.

Internationalization of the Curriculum

Alex identified internationalization of the curriculum as an important element of internationalization, and something that MSOU needs to work on:

The area where I think we need some more concentrated work is around internationalization of the curriculum, and it is happening within the faculties, but we have to always provide enough support, whether it's through the International Course Support Fund, working with faculty so that they recognize the opportunities for internationalization. So I think that's the area that could use more attention, and we need to work very closely with our deans, associate deans, department chairs, and faculty members to do that.

Robin echoed the concern for the internationalization of the curriculum in the context of teaching for global citizenship and awareness of global inequities:

There is a reason why nasty bits happen and people throw bombs and do desperate actions, there's a reason for that, and I hold universities to a higher

standard. Our standard in terms of how we take our resources and think about global inequalities is something we need to make sure we do, that we address.

You can do that in the curriculum . . . there's lots of things that universities need to do in terms of curriculum, in terms of making our students know about these things.

When prompted to evaluate MSOU's efforts on the front of internationalization of curriculum, Robin stated, "My experience has been that we don't do a great job . . . because our curriculum doesn't yet recognize the global nature of the world." To Robin, universities have a responsibility to internationalize their curriculum offerings in order for students to learn about global conflicts and inequities so that they may become more informed and motivated global citizens. This is a responsibility that is not being acted upon in a meaningful way at MSOU currently.

Robin went on to express the importance of infusing an international element into every program, as opposed to offering single courses that deal with global issues, something that MSOU is guilty of doing, according to Robin: "I fear we still put off these issues into specialized areas and teach it there. Like check this off, she knows about international." An integrated approach to internationalizing the curriculum, as Robin suggested was necessary, would involve a radical restructuring of existing curriculum. Approaching internationalization in an interdisciplinary way, as discussed above, may ease this transition, but, ultimately, Robin explained, this would take time due to the nature of the university as an institution that, in general, is slow to change:

Universities are inherently conservative places. We like to talk about change, and we like to change the world so long as it doesn't impact us, so yes, globalize and

internationalize the curriculum . . . [Professors may say:] ‘Does that mean I have to change my course?! Oh, man! I’ve got these notes, you know, they’ve been working well for a decade!’ I don’t want to be too cynical. It will have to start slowly, it will have to mean educating those in charge of educating others. . . . it’s almost a generational change. . . . So I guess you start piecemeal. Very often when you want to change something dramatically, you’re looking at educating the next generation of practitioners.

In looking ahead to MSOU’s future, Robin suggested that internationalizing the curriculum may be something that is achieved over the course of many years. While Robin earlier asserted that internationalizing the curriculum must be done in a holistic way across the borders of individual courses and disciplines, the piecemeal method is a starting point.

An important element of internationalizing the curriculum, according to Jordan, is language learning. Requirements to learn languages have decreased in recent history, which seemed to Jordan counter to internationalization. Jordan spoke of the value of the experience of learning languages:

I really do think it’s very difficult to consider yourself internationalized and not have had at least studied another language. But the idea of meeting someone who is an international student, whose first language isn’t English and to say, ‘I know exactly how you feel because when I was in this country, and I was studying Spanish, I knew how difficult it was to do that.’ Empathy, to me, is extremely important for internationalization; to put yourself into the shoes of the other person. But too often here at MSOU, we tend to be fluently unilingual, and I don’t

think that really does make us international. . . . My vision, my hope for MSOU would be that they would include language learning as an element of internationalization. Now the Faculty of Humanities has just removed the one course language requirement for Humanities. You had to take one course, so if you're an English Lit major, you had to take German, Spanish, Portuguese, or Mandarin. . . . There isn't value placed on it, unfortunately, and that's not a MSOU problem, that's a Canadian problem.

To learn additional languages is an integral part of internationalization in Jordan's eyes. MSOU as a whole does not appear to agree, or to recognize this, or perhaps as Jordan suggests, the issue is at the national level and MSOU is following suit.

Community Relations and Internationalization

A final consideration in the future of internationalization at MSOU, and one that was identified as an area of weakness at MSOU by 2 participants in this study, is MSOU's connections with community members on international projects or issues. MSOU's place in the local community has long been a focus for the University, and many claim that MSOU's community connections are strong ones. Community connections are a clear focus of the current President of MSOU. Leslie described this, and how the understanding of community should be extended to be relevant to internationalization:

What [our president] sees as a main focus . . . is the community. And he may see it in just for the more immediate community. But for us in international, we've always kind of taken that as sort of 'So, how do we work with community partners towards our international goals and objectives too?' For instance, the Confucius Institute initiative has [afforded MSOU the opportunity to] make a

good connection in that way because we've had to work with people from the Chinese Cultural Association, and from our Consulates in Toronto, from the Embassy in Ottawa, and people that we would consider are more regional-based communities to promote this larger international project. . . . I also think that people in the community have international connections, and strong ones, but that's what the university needs to work on, that's why in promoting communities, I still think we need to work on our connections with industry and with businesses in the communities to ground us, which they do well through the Board of Trustees in different ways, and I guess even through some faculty research that goes on, but I think we could be better.

Extending MSOU's focus on community connections to address goals of internationalization is an identified direction for the future of internationalization at MSOU.

CHAPTER SIX: DISCUSSION AND CONCLUSION

In this final chapter, I provide a summary of the study by revisiting the research problem, purpose, major question of the study, methodology, and key findings. I synthesize the findings discussed in the previous chapters with the literature reviewed in Chapter Two and review theoretical implications of the study. I then discuss what can be learned about MSOU's institutional response to internationalization from the study as a whole, and finally conclude the report with specific recommendations for practice and future research.

Summary of the Study

In higher education, internationalization is happening at a rapid pace, but the work of many is focused practically on *how to* internationalize and not reflectively on *why*. This lack of reflection in the form of qualitative, exploratory research has led to ad-hoc decision making and reactionary strategies in many institutions, including MSOU. The primary purpose of this study was to approach this problem by exploring the institutional response to internationalization at MSOU. The major question that guided this research was: What is the response to internationalization at MSOU, and how has that response been expressed in key policy documents and implemented by key university stakeholders? I approached this question through a case study of MSOU's response to internationalization, in which I reviewed current and archival documents published by and about MSOU, and interviewed key stakeholders of the university who have some connection to internationalization. An additional purpose of this study was to map the implementation of MSOU's response to internationalization and its outcomes from its early emergence, through its present state, to foreseen future directions.

Findings

There are four key findings of this study: (a) there are points of division among the university community in the following areas: the definition of internationalization in the context of the institution, the commodification of international students, the organizational structure of internationalization, the role of research, and the centrality of internationalization to the institution as a whole, (b) the major point of coherence among those interviewed was the integral role of inter-cultural understanding to the university's response to internationalization, (c) the major strengths of the university's response to internationalization were revealed in its partnerships with institutions on an international level, and recruitment of international students, (d) areas for improvement and future directions were identified in participation in the university's international programs, internationalization of the curriculum, engagement of the international community in the region, organization of international research, innovative new programming, and the diversification of the international student body. These key findings were all contextualized in findings of a historical nature about how MSOU's response to internationalization was intensified in the 1990s in efforts by the institution to become more comprehensive.

Interviews revealed that there is currently division among some key actors on many issues surrounding internationalization. Internationalization itself was defined differently by different interviewees; and concern was variously expressed for different issues relating to internationalization at MSOU, including the commodification of international students, the efficacy of the current administrative structure, the position of international research, and the centrality of internationalization to MSOU as a whole.

Different participants had different definitions of the process, and different ideas about what should be involved. The interviewees of this study defined internationalization in two major ways. Most participants defined internationalization at MSOU as the sum of its parts. The parts here were the programs, initiatives, and people involved in the process of internationalization. One exception to these expressions was a definition of internationalization in relation to its rationale. In this case, the defining features of internationalization at MSOU related to the reasons behind pursuing this process. These reasons will be discussed in depth later in this chapter.

The commodification of international students was related to the subject of financial rationales for internationalization by most participants, but only addressed directly by one participant. For this participant, the prominence of economic rationales for internationalization was a moral issue, and the commodification of international students was disconcerting. In general, economic rationales were explained in contrast to sociocultural rationales by most participants.

The current administrative structure of internationalization at MSOU was, for the most part, supported by interviewees. One notable exception, however, related to the position of international research at MSOU. According to 1 participant, the role of research, as the situation at MSOU stands now, is minimal. The document review supported this assertion, as international research activities and the role of research in internationalization were notable for its lack of prominence.

A final point of division between participants was the centrality of internationalization to MSOU as a whole. One interviewee argued that internationalization seemed to be a marginal focus for the institution, and stated that

priorities lay elsewhere, whereas the remainder of interviewees asserted that internationalization is integral and central to MSOU's holistic mission, vision, and goals moving forward.

Despite these differences, a notable point of coherence in all interviews was that the primary aspect of MSOU's response to internationalization relates to intercultural understanding. Each of the interviewees discussed intercultural exchange and understanding as a desired end of internationalization, and a positive driving force behind the process.

Other key findings relate to the strengths and weaknesses of MSOU's strategies for internationalization. MSOU's two strategies of partnerships with institutions globally and the recruitment of international students were found to be quite strong, while a third, student and faculty participation in international activities, was found to be weaker. Despite programs which encourage such activities, and a network of partnerships, participation rates are low. Priority has been given to encourage greater levels of participation in study abroad opportunities. Other components of internationalization programs that are underdeveloped at MSOU are the internationalization of curriculum, the engagement of the international community in the local community, and the organization of international research.

The future of internationalization at MSOU is important to the purpose of this study moving forward. The interviewees attached a great deal of importance to the opening of the International Centre in 2010 in which all offices relating to international programming on campus are located. This, it was argued, will facilitate an exchange of ideas among decision makers and help move the process forward. The most notable

future directions for internationalization at MSOU were: (a) the expansion of existing programs in student and faculty mobility, (b) innovation in new programming, and (c) the diversification of the international student body.

In addition to the hope for increased participation in existing programs, innovative new programs are emerging at MSOU. A prime example of this innovation is the Global Transitions Program, to be initiated in the summer of 2011. Other innovative directions include approaching internationalization from an interdisciplinary perspective by encouraging collaborative, cross-faculty work, and the potential to collaborate with other Canadian institutions in international projects such as joint programs offered both in Canada and abroad.

A final future direction that was discussed widely in interviews was the diversification of the international student body. Currently, it is estimated that at least 30% of international students at MSOU are Chinese. This indicates heavy recruitment practices in China. It was found that the reason for this emphasis on Chinese student recruitment has been financial. Leaders at MSOU have set goals to diversify the international student population.

Findings relating to the history of internationalization at MSOU are also important to this study. In the 1980s, individuals at MSOU began to be increasingly involved in international activities. In the late 1990s, these advocates for international activities garnered attention and support on the institutional level when James Arlington began his term as President of the University. At this time, priorities were established in order that the University might attain comprehensive status. Within the framework of achieving comprehensive status, internationalization became a process that was talked

about in a strategic way, and efforts were made to find a place for internationalization in the institution. During Arlington's term as President, many changes were made to the organizational structure of international activities. This structure was in flux for approximately 5 years, during which decisions were made on an ad-hoc basis. Leaders in international activities at MSOU during this time operated on a trial and error system, and the result was rapid and reactive changes. Since 2005, the organizational structure of internationalization at MSOU has remained consistent.

Discussion and Theoretical Implications

I return now to the theoretical concepts and models explored in this study, and apply them to the case of MSOU. The salient concepts that I address are: (a) the neoliberal commodification of higher education, (b) globalization and internationalization, (c) Keller's (1983, as cited in Davies, 1992) model of *Elements in the Development of International Strategy in Universities*, (d) Davies' (1992) model of approaches to internationalization, and (e) Knight's (2008) model of rationales for internationalization. I present an application of each of these concepts at MSOU, and their implications for MSOU's response to internationalization.

Neoliberal Commodification of Higher Education

Neoliberalism and the commodification of higher education are two defining elements of contemporary higher education. In this study, it was evident that MSOU is not an exception to this rule. Education at MSOU, as elsewhere, is discussed in a means to ends discourse in which successful participation in the global market place for both individuals and whole countries is the purpose of education. One rationale for internationalization at MSOU that was repeatedly mentioned by participants and in

documents was that an internationalized education prepares domestic students for an internationalized work force. Similarly, the experience of international students at MSOU is beneficial for the reason that employment, which would be otherwise unavailable to them either at home or abroad, may be available if they had a degree from MSOU.

A concept that arose from this study was the commodification of international students. The concept of education as a commodity is becoming widely accepted as a fact of life in the contemporary postindustrial economy; but the notion of the student as a commodity is something that is less accepted. In the competition for international students by institutions of higher education, students are being commodified because they are valued for the high tuition dollars they pay. At MSOU, some concern was voiced about this issue in relation to the financial rationales behind internationalization. The financial rationale of recruiting international students was not seen as inherently suspect by most interviewees, because, they argued, of the necessity to acquire operating funds that require activities like marketing to fee paying students since governments no longer subsidize university education as much as they did in the past. They did realize, however, this financial rational was seen as something to be kept in check to avoid the submission to the concept of the student as a commodity.

A last consideration of the neoliberal commodification of internationalized higher education as it relates to MSOU is whether higher education at MSOU is a private good or a public good. My findings indicate that it is both. An internationalized university education can be seen as a private good for students, as suggested by the concept of the rate of return of a university degree to both domestic and international students.

Universities themselves can be approached as private actors, as indicated in their competition with other universities for both domestic and international students. The public good of internationalized higher education is readily apparent as well, in that graduating students go on to participate in the larger context of an economy and a society, and the university makes strong assertions for its responsibility to contribute to society in meaningful ways--to "build a civil society" as expressed in MSOU's mission statement (Mid-sized Ontario University, 2010d).

Globalization or Internationalization?

Globalization and internationalization are both clearly at work at MSOU. Commodification and neoliberalism, as discussed above, are defining features of globalization. These features are present at MSOU, but they are present alongside prominent features of internationalization as well. Intercultural understanding was the most frequently mentioned rationale for internationalization at MSOU in the interviews for this study. This exchange is the most important feature of internationalization, and for many people at MSOU, this is the reason for their efforts. The forces of globalization are, nonetheless, present in international activities at MSOU, but these forces are inevitably at work because of the context MSOU exists in: to be able to operate viably as a mid-sized university in Canada, MSOU must adhere to the rules of globalization.

Applied Theoretical Models

Keller's (1983, as cited in Davies, 1992) model, presented in Table 1, expresses the internal and external elements that are considered in the development of strategies for internationalization in higher education. Internal elements that affect internationalization at MSOU are MSOU's mission to achieve comprehensive status, and the strengths of

MSOU's personnel. External factors that play an important role in internationalization at MSOU are: (a) the external perception of MSOU as an undergraduate and teaching university--a perception that needs to be transformed; (b) trends and opportunities in the global marketplace; and (c) the competitive situation of higher education in Canada. Keller's model, when applied to MSOU, is most helpful in revealing the important effect that the push to be comprehensive and be competitive in the field of higher education in Canada has had on the process of internationalization at MSOU.

Davies' (1992) model, as presented in Table 2, is also a tool in considering institutional approaches to internationalization, although it is difficult to tell where MSOU is located in this model. MSOU's efforts have been reactive and ad hoc in the past, and have increasingly become more systematic, and the importance of internationalization to the institution as a whole is debatable. Is the response to internationalization of central or marginal importance at MSOU? Further complicating the application of this model is the fact that MSOU's response to internationalization is not centrally organized. Rather, it is purposely decentralized. The linguistics of this discussion raise an important issue: Is the opposite of centralized decentralized or marginalized? There were arguments on both sides of the debate about the overall institutional response to internationalization at MSOU and what is suggested by this structure. It would be safe to argue that the response is not centralized, but that the importance of internationalization is something more than marginal to the university's practices.

Finally, Knight's (2008) model deals with rationale for internationalization, and is presented in Table 3. There is evidence of many of the rationales covered in Knight's

(2008) model at work in the case of MSOU; however, her proposed division between national level rationales and institutional level rationales do not apply, in all instances, to the case of MSOU. Her model is helpful when she deals with institutional level rationales. These include international branding and profile, quality of education enhancement, income generation, student and staff development, strategic alliances, and knowledge production. All of these were readily found in the data collected. The findings of this study are in conflict with Knight's (2008) model when we consider the rationale of social/cultural development and mutual understanding as a national level rationale and not as an institutional level rationale. Especially since other rationales are not restricted to being one type or the other (strategic alliances and income generation are included as both national level and institutional level rationales), the exclusion of social/cultural development and mutual understanding from the list of institutional level rationales is notable. At MSOU, this rationale was the most prevalent theme addressed in relation to MSOU's response to internationalization. The other rationales as discussed in the previous chapter were: economic or financial rationales, the relevance rationale, comprehensiveness and research rationales (which can be interpreted under both Knight's (2008) international branding and profile and knowledge production rationales), learning rationales (Knight's (2008) student and staff development rationales), and the compliance with external standards rationale. Knight's (2008) model of rationales for internationalization is comparable, for the most part, with the findings of this study, with the notable departure of the findings of this study in the social and cultural rationales found as most prevalent to MSOU as an institution, and most related to its response to internationalization.

What is MSOU's Vision for Internationalization?

The findings of this study have revealed internationalization at MSOU as a complex and multifaceted process. The response to internationalization at MSOU is made up of many individual visions held by individual people, groups, and departments. Just as internationalization was defined as the sum of many parts by the interviewees of this study, MSOU's vision for internationalization can be defined by taking stock of its parts.

On the surface of this research, MSOU's vision for internationalization appears to be quite clear. There was consensus among all the participants of this study that the vision for internationalization at MSOU centres on intercultural understanding. Upon further examination of the interviews as a whole, and taking into account the document analysis of this study, a more nuanced and complex vision for internationalization arises. Three overarching themes emerged in the consideration of MSOU's vision for internationalization. They are (a) intercultural understanding, (b) efforts towards comprehensiveness, and (c) the financial benefits of internationalization.

Intercultural understanding and the cultural exchange that the many components of internationalization offers at MSOU is a major aspect of MSOU's vision to internationalize. Looking back to the earlier days of MSOU in the early 1980s and onward, this vision is apparent in the efforts and actions of individual faculty members and senior administrators. These individuals, like Michael Patterson, MSOU's first ILO, and individual faculty members who began to incorporate international elements into their courses at their own initiative, thought that internationalization was important for the benefit of MSOU's domestic students. These individuals began increasingly to band together over the years to rally for internationalization to receive greater attention as a

priority at the institutional level. In the late 1990s, action was taken on an institutional level to realize these individual visions on a large scale. Individual visions and efforts still play a critical role in the bigger institutional picture at MSOU. There are many parts to the whole of internationalization at MSOU. These parts were initially envisioned by, and are currently managed by, committed individuals who believe in the cultural benefits of internationalization for all domestic and international students, faculty members, and staff. Internationalization at MSOU began at a grassroots level with individual visions. In the development of an institutional vision, these individual visions have subsequently been supported in varying degrees by senior administrators ideologically and financially. With this emergence on the individual level, different personal visions based on personal philosophies continue to compete with each other to be the overall institutional vision.

Moving forward, the vision of internationalization for intercultural understanding is thriving in this larger picture of institutional vision. Many existing programs and initiatives are flourishing, like MSOU International's course support fund, and the Visiting International Scholar and Professor programs; and those offered by International Services, like cultural events. New programs like the Global Transitions program indicate that MSOU is finding innovative ways for internationalization to progress, and provides evidence that intercultural understanding occupies a prominent space in the overall vision.

From the outset of James Arlington's tenure as President at MSOU, efforts towards achieving comprehensive status as a university, including a focus on graduate studies and research as well as undergraduate studies and teaching, received much attention. Included in these planning efforts was an explicit focus on internationalization.

Comprehensiveness is, thus, an integral aspect of MSOU's vision to internationalize. Research endeavours that are international in scope and nature, hosting international scholars, and having an international reputation for academics all contribute to a university's status of comprehensiveness.

In examining the strengths and weaknesses of international initiatives at MSOU, financial priorities as they relate to internationalization have taken precedent at times over other aspects of MSOU's vision for internationalization. While it was communicated clearly by interviewees that intercultural understanding is of primary importance to MSOU, there is a disconnect between the vision as stated and the strengths in practice at MSOU: The recruitment of international students, and the level of support services provided for them are MSOU's major strengths as identified by interviewees, while research efforts have been poor, study abroad participation is low, and internationalization of curriculum needs much work. Despite claims that internationalization is *more than* international student presence on campus, this is MSOU's strongest suit.

These visions are not mutually exclusive, and it is not necessary for MSOU to choose one over the others. All of these visions, whether they are taken as separate visions in themselves or part of a holistic vision together, have existed at MSOU together for approximately 2 decades. This is not to say, however, that they have existed without tension. In 1997, Shue concluded the report for his external review with the following statement:

Whatever plans and decisions emerge as MSOU engages itself more deeply in the process of internationalization, two underlying considerations, quite aside from

the foregoing, will require the attention by faculty, students, administrators and Board of Trustees. One is clarity of motivation for proceeding with broader and deeper internationalization. Will it be with commercial and revenue-generation objectives foremost, for enriching the academic mission, or for some mixture of goals? . . . The particular ethos and culture of an internationalizing environment conditions those choices and should, in my view, be acknowledged and honoured.

(p. 14)

There has been a mixture of goals in MSOU's efforts to internationalize that have played important roles in the establishment of a vision. It is unclear which motivations, if any, take precedence over others.

Recommendations for Practice

The findings of this study indicated that there is a lack of clarity in MSOU's overall institutional response to and vision for internationalization. Instead, a variety of individual and departmental responses and visions emerged that are not necessarily in conflict with each other, but seem to be competing for attention in MSOU's overall approach to internationalization. To clarify the purpose and direction of internationalization at MSOU, a central vision that all departments and people in the MSOU community can respect and work towards must be established. To maintain the integrity of the institution, this vision must centre on intercultural exchange and understanding. To ensure the clarity and centrality of this vision, the organizational structure of internationalization should be examined; and to extend this vision into action, areas of internationalization that are not only for commercial purposes must be developed

and improved upon: internationalization of the curriculum, study abroad programs, and diversity of international students.

While there appears to be a consensus among those involved in the current structure about its effectiveness, from an outsider's perspective, this structure contributes to the lack of clarity about MSOU's institutional vision for internationalization. Each office appears to have its own vision, mission, and goals: It could be argued that (a) International Market Development's vision centres on commercial interests, (b) MSOU International's vision centres on MSOU becoming a more comprehensive university, and (c) International Services' vision centres on intercultural understanding. This is an oversimplification of the case at hand, and there is overlap between these visions, but it is a fair generalization. Without a central office that houses each of these separate departments with its own character and culture, the overall international vision for MSOU remains unclear.

The current structure of having reports to the Associate Vice President, Student Services by the directors of international departments is not logical. While the current Associate Vice President, Student Services is praised widely for her deep understanding of internationalization and for being a primary proponent of driving the process forward at MSOU, this structure does not account for the variety of purposes of each international office: They are not all related to student services, by any means. This variety of purposes could be consolidated under one common vision. In the current administrative situation, there are 12 reports to the Associate Vice-President, Student Services, with the international offices making up four of those. This factor does not demonstrate a strong institutional thrust towards internationalization.

This research suggests that a senior administrator position should be developed that would be responsible for overseeing internationalization with all international departments reporting to her or him. The word International or Internationalization should be in the title of an associate vice-president or vice-president, and their primary responsibilities should be related only to internationalization.

To clarify the central vision that I have argued must be centred on intercultural exchange and understanding, innovation in international programming that is not necessarily commercial or related to fee-paying international students must continue to be pushed forward. Discussions about directions for the future of internationalization at MSOU with my interviewees were promising on this front, with interviewees acknowledging weaknesses in MSOU's strategies to internationalize and describing new ideas that begin to address these weaknesses.

One such weakness that was addressed is the internationalization of MSOU's curriculum offerings. MSOU International's international course support fund deals with this in part, but there was no evidence of a comprehensive plan to ensure a cross-faculty holistic move forward in making courses at MSOU more international in content and ideology. There should be an ongoing effort on the part of faculty members, deans and the Vice-President, Academic to move forward.

A specific way to internationalize curriculum at MSOU is to promote study abroad programs. Participation in these programs is very weak. If MSOU supports the philosophies behind experiential learning and intercultural understanding that study abroad programs stand for, more financial assistance should be offered to students who want to enrol in these courses. It is true that a \$500 bursary is given to every student at

MSOU who studies abroad, but with course prices in the thousands of dollars, \$500 probably does not make a difference in students' decision to study abroad. I recommend investing more in this support program, and perhaps holding a competitive application process for bursaries of more than \$500 for students who do not have the financial means to study abroad but who truly believe in the benefits they may be afforded by their exposure to cultures, languages, and experiences different from their own at MSOU. This would make the opportunity to participate in these programs more equitable.

This research suggests that the diversification of international students is another front that MSOU must work on. This issue was discussed by many interviewees in this study, and plans to recruit international students from a more diverse array of locations around the world are underway. This is absolutely necessary to internationalization at MSOU if the campus is to become one that is truly diverse, and one on which intercultural exchange takes place between a variety of peoples. As it stands, Asian students are the obvious majority of international students at MSOU. Asian students are recruited to MSOU because it is well known that there is a market for Canadian higher education in China specifically. If interests other than commercial ones are at play when MSOU sets out to recruit international students, further efforts must be made in underrepresented areas at MSOU in continents besides Asia.

One initiative that would help to diversify the international student body and focus on providing access to higher education to underrepresented groups of people and underprivileged people at MSOU is the Headspace Initiative proposed by the Office of International Cooperation in 2004 (Bromner, 2004). Revisiting this proposal would demonstrate a focus on and concern for the global sociocultural issue of the limited

access to higher education based on financial barriers across the globe, and would assist in the diversification of MSOU's campus as a rich cultural environment where people from around the world come together to learn.

Recommendations for Future Research

This research adds to a growing number of case studies of Canadian colleges and universities in their efforts to internationalize. A useful study would be to review all of these studies in the form of a multiple-site case study from which useful generalizations may be made about the state of internationalization at Canadian institutions of higher education. Another useful study pertaining to the particular case of MSOU would be a longitudinal one. To track the developments of internationalization at MSOU as time progresses would be beneficial to those involved such as senior administrators, employees of the international offices at MSOU, and faculty members; doing so would demonstrate truly reflective practice in international work in higher education, and would ensure that internationalization moves forward with careful consideration at MSOU into the future.

While commodification of higher education and of international students has played a role in the review of literature for this study and in key findings, it was not a topic that was initially sought after in the purpose of the research or the research questions; instead it emerged as a key topic of relevance to internationalization. Future research on the effects of this process would be most interesting especially as this study has ignored these issues in favour of focusing on other key points.

Finally, directions for international research at MSOU are limitless. This study has indicated that there is little comprehensive organization of MSOU's international

research endeavours. There must be a push towards this organization and an increased focus on internationalization in research at MSOU across all faculties for the potential of the research side of internationalization to be realized at MSOU.

References

- Abelman, R., Dalessandro, A., Janstova, P., Snyder-Suhy, S., & Pettey, G. (2007). Charting the verbiage of institutional vision: Implications for academic advising. *NACADA Journal*, 27(1), 22-34.
- Abelman, R., & Dalessandro, A. (2009). Institutional vision of historically Black colleges and universities. *Journal of Black Studies*, 40(2), 105-134.
- Aronowitz, S. (2000). *The knowledge factory: Dismantling the corporate university and creating true higher learning*. Boston, MA: Beacon Press.
- Aronowitz, S. & Giroux, H. (1993). *Education still under siege*. Toronto, ON: The Ontario Institute for Studies in Education Press.
- Association of Universities and Colleges of Canada. (AUCC). (1995). Mid-sized Ontario University. In *Profile: Administrative structures for international cooperation at Canadian universities*. (pp. 28-34). International Division, AUCC.
- Association of Universities and Colleges of Canada. (AUCC). (2001a). *Canadian higher education and the GATS: AUCC background paper*. Retrieved from http://www.aucc.ca/_pdf/english/reports/2001/gats_07_e.pdf
- Association of Universities and Colleges of Canada. (AUCC). (2001b). *Joint declaration on higher education and the general agreement on trade in services*. Retrieved from http://www.aucc.ca/_pdf/english/statements/2001/gats_10_25_e.pdf

- Association of Universities and Colleges of Canada. (AUCC). (2001c). *Recognizing the importance of international students to Canada in the Immigration and Refugee Protection Act*. Retrieved from http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/19/25/36.pdf
- Association of Universities and Colleges of Canada. (AUCC). (2003). *The GATS and higher education in Canada: An update on Canada's position and implications for Canadian universities*. Retrieved from http://www.aucc.ca/_pdf/english/publications/recruitment-guidebook_e.pdf
- Association of Universities and Colleges of Canada. (AUCC). (2007) *Internationalizing Canadian campuses: Main themes emerging from the 2007 Scotiabank-AUCC workshop on excellence in internationalization at Canadian universities*. Retrieved from www.aucc.ca/internationalization
- Association of Universities and Colleges of Canada. (AUCC). (2010). *Mid-sized Ontario University profile*. Retrieved online.
- Bay, D., & Daniel, H. (2001). The student is not the customer-an alternative perspective. *Journal of Marketing for Higher Education*, 11(1), 1-18.
- Benson, L., Harkavy, I. R., & Puckett, J. L. (2007). *Dewey's dream: Universities and democracies in an age of education reform: Civil society, public schools, and democratic citizenship*. Philadelphia, PA: Temple University Press.

Benzie, R. (2010, March 8). Ontario wants more foreign students. *Toronto Star*.

Retrieved from <http://www.thestar.com/news/ontario/article/776513--ontario-wants-more-foreign-students>

Bok, D. (2003). *Universities in the marketplace: The commercialization of higher education*. Princeton, NJ: Princeton University Press.

Bromner, D. (2002). *Problems and prospects of using academic agents for international recruitment in Canadian post-secondary institutions*. Office of International Cooperation, Mid-sized Ontario University, ON. Copy in possession of author.

Bromner, D. (2004). *Overview of programs and activities 1999-2004*. Office of International Cooperation, Mid-sized Ontario University, ON. Copy in possession of author.

Buenaventura, R. (2007). *Reimagining the university in the era of neoliberal globalization: A case study of Simon Fraser University*. (Master's Thesis). Retrieved from Amicus. (No. 34694079)

Burke, J. (2005) The many faces of accountability. In J.C. Burke et al. (Eds.) *Achieving accountability in higher education* (pp. 1-24), San Francisco, CA: Joey-Bass.

Canadian International Development Agency. (CIDA). (1994). *Thai Canadian HRD project : Linkage project summary*. Mid-sized Ontario University, ON. In possession of author.

Charles-Young, M. (2002). *A study of the experience of international students and of the internationalization of two educational institutions in New Brunswick*. (Master's Thesis), Retrieved from Amicus. (No. 28839253)

- Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative analysis*. London, UK: Sage.
- Creswell, J. (2009). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. (3rd ed). Upper Saddle Creek, NJ: Pearson Education.
- Cudmore, G. (2005). Globalization, internationalization, and the recruitment of international students in higher education, and in the Ontario Colleges of Applied Arts and Technology. *The Canadian Journal of Higher Education*, 35(1), 37-60.
- Dangerfield, A., & Engell, J. (2005) *Saving higher education in the age of money*. Charlottesville, VA: University of Virginia Press.
- Davies, J. (1992). Developing a strategy for internationalization in universities: Towards a conceptual framework. In C. Klasek, (Ed.) *Bridges to the future: Strategies for internationalizing higher education*, (pp. 177-190). Carbondale, IL: Association of International Education Administrators.
- Dewey, J. (1916) *Democracy and education: An introduction to the philosophy of education*. New York, NY: MacMillan.
- Dewey, J. (1976). The school as social centre. In J. Boydson, (Ed.). *The middle works, 1899-1924, vol. 2*, (pp. 80-93). Carbondale, IL: Southern Illinois University Press.
- Evans, K. (2006). *Going global with the locals: Internationalization activity at the university colleges in British Columbia*. (Doctoral Thesis). Retrieved from Amicus. (No. 33116547)

Feng, S. (2008). *Portrait of international curriculum at the University of Saskatchewan*.

(Master's Thesis), Retrieved from Amicus. (No. 33890674)

Garnier, L. (2004). Knowledge and higher education in Latin America: Incommodious commodities? In P. Manicas, & J. Odin, (Eds.) *Globalization & higher education*.

USA: University of Hawai'i Press.

Garret, S. (2007). *The challenge of internationalization: An institutional perspective*.

(Master's Thesis). Retrieved from Amicus. (No. 33839067)

Gibbs, P. (2001). Higher education as a market: A problem or a solution? *Studies in Higher Education*, 26(1), 85-94.

Gibbs, P. (2007). Does advertising pervert higher education? Is there a case for resistance? *Journal of Marketing for Higher Education*, 17(1), 3-10.

Gibbs, P., & Murphy, P. (2009). Implementation of ethical higher education marketing. *Tertiary Education and Management*, 15(4), 341-354.

Giroux, H. (1999). Vocationalizing higher education: Schooling and the politics of corporate culture. *College Literature* 26(3), 147-160.

Haque, S. (2000). Significance of accountability under the new approach to public governance. *International Review of Administrative Sciences*. 66(4), 599-617.

Hartley, J. (2004) Case study research. In C. Cassell, & G. Symon (Eds.) *Essential guide to qualitative methods in organizational research*, (pp. 323-333). Thousand Oaks, CA: Sage.

Hovland, K. (2006). *Shared futures: Global learning and liberal education*. Washington, DC, Association of American Colleges and Universities.

- International Association of Universities, (IAU). (2005). *Key results: 2005 IAU global survey on internationalisation of higher education*. Retrieved from <http://www.unesco.org/iau/internationalisation.html>
- International Association of Universities, (IAU). (2009). *Initial results: 2009 IAU global survey on internationalisation of higher education*. Retrieved from <http://www.unesco.org/iau/internationalisation.html>
- Jiang, X. (2008). *Why interculturalisation? A response to the internationalisation of higher education in the global knowledge economy*. Rotterdam, The Netherlands: Sense.
- Jones, Z. L. (2002). *Organizational strategies for internationalization: A case study of the University of Alberta*. (Doctoral Thesis). Retrieved from Amicus. (No. 28013737)
- Joseph, D. (1995, May 12). *Task force on international student enrolments final report*. Submitted to President Terry White. Copy in possession of author.
- Kaye, T., Bickel, R., & Birtwistle, T. (2006). Criticizing the image of the student as consumer: Examining legal trends and administrative responses in the US and UK. *Education and the Law*, 18(2-3), 85-129.
- Kirp, D. (2003). *Shakespeare, Einstein, and the bottom line: The marketing of higher education*. Cambridge, MA: Harvard University Press.
- Klees, S. (2008). A quarter century of neoliberal thinking in education: Misleading analyses and failed policies. *Globalization, Societies and Education*, 6(4), 311-348.

- Knight, J. (2003). *Internationalization of higher education practices and priorities: 2003 IAU survey report*. Retrieved from <http://www.unesco.org/iau/internationalisation.html>
- Knight, J. (2008). *Higher education in turmoil: The changing world of internationalization*. Rotterdam, The Netherlands: Sense.
- Knight, J. & de Wit, H. (1995). Strategies for internationalization of higher education: historical and conceptual perspectives. In H. de Wit (Ed.) *Strategies for internationalisation of higher education: A Comparative study of Australia, Canada, Europe and the United States of America*, (pp. 5-28). Amsterdam: European Association for International Education.
- Kremmer, J. (2010). "Australian conference focuses on drop in foreign students". *The Chronicle of Higher Education*. Retrieved from <http://chronicle.com/article/Australian-Conference-Focuses/124908/>
- Kuchapski, R. (2001a) *Reconceptualizing accountability for education*. (Doctoral Dissertation). University of Saskatchewan, Saskatoon, SA. Retrieved from Amicus. (No. 27523674)
- Lemasson, J. (2002). Internationalization and partnership: A dynamic relationship. In S. Tatlock Bond, & C. Bowry, (Eds.). (2002). *Connections & complexities: The internationalization of higher education in Canada*. (pp. 79-86). Winnipeg, MA: Occasional Papers in Higher Education, Centre for Higher Education Research and Development, The University of Manitoba.

- Marginson, S. (2006, March 2-3). Notes on globalization and higher education with some reference to the case of Australia. In *Internationalizing Canada's universities practices, challenges and opportunities: A symposium*. Symposium conducted at the meeting of York University and the Ontario Confederation of University Faculty Associations, Toronto, ON.
- Maringe, F. (2009). Strategies and challenges of internationalisation in HE: An exploratory study of UK universities. *International Journal of Educational Management*, 23(7), 553-563.
- Maringe, F., & Gibbs, P. (2009). *Marketing higher education: Theory and practice*. Berkshire, UK: Open University Press.
- McGuinty, D. (2010, March 9). *Speech from the throne: The open Ontario plan*. Retrieved from <http://www.premier.gov.on.ca/news/event.php?ItemID=11282&Lang=EN>
- Mestenhauser, J. (2002). The utilization of foreign students in internationalization of universities. In S. Tatlock Bond, & C. Bowry (Eds.). (2002). *Connections & complexities: The internationalization of higher education in Canada*. (pp. 13-28). Winnipeg, MA. Occasional Papers in Higher Education, Centre for Higher Education Research and Development, The University of Manitoba.
- Mid-sized Ontario University. (1991). *Report of the task force on international programs and activities*. Mid-sized Ontario University, ON. In possession of author.
- Mid-sized Ontario University. (1995, February 22). *The process of internationalization at MSOU*. Mid-sized Ontario University Library, Special Collections, ON.

Mid-sized Ontario University. (1997, September 12). Institutional planning and priorities.

Special Collections Library, ON.

Mid-sized Ontario University. (1997, October 31). *Internationalization at MSOU*.

Workshop at White Oaks Inn, Niagara on the Lake, ON.

Mid-sized Ontario University. (1998, March 6). *Report of the sub-committee on internationalization: Task force on institutional planning and priorities*. Mid-sized Ontario University Library, Special Collections, ON.

Mid-sized Ontario University. (1999a, January 8). *President's newsletter*. Mid-sized Ontario University Special Collections Library, ON.

Mid-sized Ontario University. (1999b, September 17). *President's newsletter*. Mid-sized Ontario University Special Collections Library, ON.

Mid-sized Ontario University. (2001, May 22). *President's newsletter*. Mid-sized Ontario University Special Collections Library, ON.

Mid-sized Ontario University. (2002). *Mid-sized Ontario University strategic research plan summary March 2003*. Retrieved online.

Mid-sized Ontario University. (2004, January 12). *President's newsletter*. Mid-sized Ontario University Special Collections Library, ON.

Mid-sized Ontario University. (2006a). *MSOU: Building a civil society*. Retrieved online.

Mid-sized Ontario University. (2006b). *Mid-sized Ontario University strategic research plan 2006-2011*. Retrieved online.

Mid-sized Ontario University. (2006c). *Strategic internationalization plan 2006-2010*. Retrieved online.

Mid-sized Ontario University. (2007, September 19). *President's Report*. Retrieved online.

Mid-sized Ontario University. (2009). *Internationalization Committee terms of reference*. Retrieved online.

Mid-sized Ontario University. (2010a). *About Mid-sized Ontario University: Why MSOU?* Retrieved online.

Mid-sized Ontario University. (2010b). *MSOU facts*. Retrieved online.

Mid-sized Ontario University. (2010c). *International offices at MSOU*. Retrieved online.

Mid-sized Ontario University. (2010d). *MSOU 2014: Knowledge, engagement, transformation: An academic plan for Mid-sized Ontario University*. Retrieved online.

Mid-sized Ontario University. (2010e). *Faculty of Education academic strategic plan*. Retrieved online.

Mid-sized Ontario University. (2010f). *Faculty of Humanities academic strategic plan*. Retrieved online.

Mid-sized Ontario University. (2010g). *Faculty of Math and Science academic strategic plan*. Retrieved online.

Mid-sized Ontario University. (2010h). *Citizenship of international students*. Retrieved online.

Mid-sized Ontario University. (2010i). *Solidarity experiences abroad*. Retrieved online.

Mid-sized Ontario University. (2010j). "Global transitions program" brochure. Retrieved online.

- Mid-sized Ontario University. (2010k). *Tuition and related fees*. Retrieved online.
- Naidoo, R. (2003). Repositioning higher education as a global commodity: Opportunities and challenges for future sociology of education work. *British Journal of Sociology of Education*, 24(2), 249-259.
- Neave, G. (2003). On rockets, economics and the reform of higher education. *Higher Education Policy*, 2003(16), 385-388.
- Nyland, C., Forbes-Mewett, H., & Marginson, S. (2009). The international student safety debate: Moving beyond denial. *Higher Education Research and Development*, 29(1), 89-101.
- Ontario Immigration. (2011). *International Students*. Retrieved from http://www.ontarioimmigration.ca/en/study/OI_HOW_STUDY_INTL.html
- Oka, K. (2007). *Pedagogy of the global: Knowledge, empire and internationalization in the university*. (Doctoral Thesis). Retrieved from Amicus. (No. 3565706)
- Patton, M. Q., (1990). *Qualitative evaluation and research methods*. (2nd ed.). Newbury Park, CA: Sage.
- Roslyn Kunin & Associates, Inc. (RKA). (2009). *Economic impact of international education in Canada: Final report presented to Foreign Affairs and International Trade Canada*. Retrieved from http://www.international.gc.ca/education/assets/pdfs/RKA_IntEd_Report_eng.pdf
- Ross, B. (2005). *Internationalization of higher education: A case study of the University of Regina*. (Master's Thesis), Retrieved from Amicus, (No. 32471742)

- Rouhani, S., & Kishun, R. (2004). Introduction: Internationalisation of higher education in (South) Africa. *Journal of Studies in International Education*, 8(3), 235-243.
- Rozycki, E. (2004). Mission and vision in education. *Educational Horizons*, Winter, 94-98.
- Rudzski, R. (1995). The application of a strategic management model to the internationalization of higher education institutions. *Higher Education*, 29(4), 421-441.
- Scheuerman, W. (2006). Globalization. In *Stanford encyclopedia of philosophy*. Retrieved from <http://plato.stanford.edu/entries/globalization/>
- Schuetze, H., & Bruneau, W. (2004). Less state, more market: University reform in Canada and abroad. *The Canadian Journal of Higher Education*, 34(3), 1-12.
- Scott, S. (1999). The academic as service provider: Is the customer 'always right'? *Journal of Higher Education Policy and Management*, 21(2), 193-202.
- Sharrock, G. (2000). Why students are not (just) customers (and other reflections on *Life After George*). *Journal of Higher Education Policy and Management*, 22(2), 149-164.
- Sharrock, G. (2010). Two Hippocratic oaths for higher education. *Journal of Higher Education Policy and Management*, 32(4), 365-377.
- Shue, T. (1997, June). *A review of international activities at Mid-sized Ontario University*. Mid-sized Ontario University, ON. Copy in possession of author.
- Slaughter, S., & Leslie, L. (1997). *Academic capitalism: Politics, policies, and the entrepreneurial university*. Baltimore, MD: The John Hopkins University Press.

- Stake, R. (1995). *The art of case study research*. Thousand Oaks, CA: Sage.
- van Dijk, H., & Meijer, K. (1997). The internationalisation cube: A tentative model for the study of organisational designs and the results of internationalisation in higher education. *Higher Education Management*, 9(1), 157-167.
- World Trade Organization. (2011). *News*. Retrieved from http://www.wto.org/english/news_e/news_e.htm
- Yin, R. (1994). *Case study research: Design and methods* (2nd ed.). Thousand Oaks, CA: Sage.

Appendix A

Interview Guide

Introductory statement

The purpose of my study is to explore the vision for internationalization at MSOU as expressed in documents about international education at MSOU and as expressed by key policy makers; and to map the implementation of this vision and its outcomes by examining how internationalization has emerged and developed, how it exists presently, and in what direction it is moving. To do this, I am collecting and analyzing data in the form of interviews with key informants, and documents published by and about international education at MSOU that range from planning documents to newsletters.

I have asked you to participate in this interview because . . .

The questions I will ask you have to do with your knowledge and opinions, and will be open-ended.

Do you have any questions before we begin?

Questions

1. Could you talk about your understanding of internationalization in the context of higher education? What does it mean to you?
2. How do you see this phenomenon occurring at MSOU? What strategies are being used at MSOU to internationalize?
3. Could you describe the rationales and motivations that drive the process of internationalization at MSOU?
4. If you are familiar with this history, please describe how MSOU became involved in internationalization.

5. What does the future of international education look like at MSOU?
6. Is there anything that we have not discussed that you feel is important to consider in MSOU's involvement in the internationalization of higher education, and more specifically, MSOU's vision for international education?
7. Who would you recommend that I interview in order to learn more about international education at MSOU?

Checklist of Topics

1. Participant's own definition of internationalization
2. Participant's interpretation of internationalization at MSOU
3. Rationale/Motivation at MSOU
4. Participant's account of the history of internationalization at MSOU
5. Participant's predictions for the future of internationalization at MSOU

Appendix B

Research Ethics Board Clearance Letter



**Brock
University**

Office of Research Services
Research Ethics Office

St. Catharines, Ontario, Canada L2S 3A1
T: 905-688-5550, Ext. 3035/4876 F: 905-688-0748

www.brocku.ca

DATE: 3/9/2010

FROM: Michelle McGinn, Chair
Research Ethics Board (REB) *Michelle K. McC*

TO: Michael O'Sullivan, Education
Kathryn Lang

FILE: 09-176 O'SULLIVAN
Masters Thesis/Project

TITLE: Recruiting International Students: Implicating the Academy in the Global Commoditization of Post-Secondary Education: A Case Study

The Brock University Research Ethics Board has reviewed the above research proposal.

DECISION: Accepted as is

This project has received ethics clearance for the period of **March 9, 2010 to December 31, 2010** subject to full REB ratification at the Research Ethics Board's next scheduled meeting. The clearance period may be extended upon request. *The study may now proceed.*

Note:

You may wish to be explicit in the consent materials that all data will be immediately destroyed if an individual chooses to withdraw.

Please note that the Research Ethics Board (REB) requires that you adhere to the protocol as last reviewed and cleared by the REB. During the course of research no deviations from, or changes to, the protocol, recruitment, or consent form may be initiated without prior written clearance from the REB. The Board must provide clearance for any modifications before they can be implemented. If you wish to modify your research project, please refer to <http://www.brocku.ca/research/policies-and-forms/forms> to complete the appropriate form Revision or Modification to an Ongoing Application.

Adverse or unexpected events must be reported to the REB as soon as possible with an indication of how these events affect, in the view of the Principal Investigator, the safety of the participants and the continuation of the protocol.

If research participants are in the care of a health facility, at a school, or other institution or community organization, it is the responsibility of the Principal Investigator to ensure that the ethical guidelines and clearance of those facilities or institutions are obtained and filed with the REB prior to the initiation of any research protocols.

The Tri-Council Policy Statement requires that ongoing research be monitored. A Final Report is required for all projects upon completion of the project. Researchers with projects lasting more than one year are required to submit a Continuing Review Report annually. The Office of Research Services will contact you when this form *Continuing Review/Final Report* is required.

Please quote your REB file number on all future correspondence.

MM/sp

Appendix C

Timeline of the History of Internationalization at MSOU

DATE	EVENT
1964	MSOU is founded.
1981	The Intensive English Language Program is established.
1982	MSOU's first International Liaison Officer (ILO) is appointed.
1983	MSOU's first international exchange program is established.
1985	International Services is established.
1991	Matthew Greene becomes President and strikes a task force to recommend future directions for international activities and their organizational structure. The task force recommended the formation of an individual, staffed international office headed by a senior administrator. Little action was taken after these recommendations were made. An office such as the one the task force recommended was not formed until 2001, 10 years later.
1992	Tony Rackham is appointed AVP, Academic and ILO reporting to VP, Academic. The Coordinator of International Services becomes responsible for international student services, exchange programs, development education.
1994	The Canada-Thai project is founded with a \$1.2 million grant from the Canadian International Development Agency (CIDA). The project requires part-time project coordinator, who is hired at this time.
1994	The MSOU International Council is formed as a standing advisory committee to the AVP, Academic/ILO. Various incarnations of this committee are later: the MSOU International Advisory Council, and the Internationalization Committee.
1995	The Canada-Thai Project Coordinator moves to the newly created full-time position of International Activities Coordinator.
1995	The MSOU International Council writes a document entitled "The Process of Internationalization at MSOU" and presents it to Senate reviewing directions and priorities of internationalization at MSOU.
1995	The Task Force on International Student Enrolments is struck. They write a report "International Student Enrolment"
1997	An external review is commissioned to T. Shue, then-ILO of another Ontario University. Shue makes various recommendations to centralize internationalization efforts and organization at MSOU.
1997	James Arlington becomes the President of MSOU. He strikes the President's Task Force on Institutional Planning and Priorities to set goals for the next five years. Sub-committees are formed for particular issues, including

	internationalization.
1998	A report is written, entitled "Students from Foreign Lands"
1999	IELP, now under the department ESL Services, is separated from the Department of Applied Languages, with the director reporting to the VP, Academic. This change was made so that the IELP may have the freedom to become more entrepreneurial as a revenue-generator.
1999	MSOU International is formed with a report to VP, Academic.
1999	The International Initiatives Fund is introduced.
2000	MSOU begins engaging the services of academic agents abroad to recruit students internationally.
2000	The Visiting International Professor, Visiting International Scholar, and University Mentor Programs are established.
2000	The International Course Support Fund is introduced.
2001	International Cooperation is established as a unit under which all international departments are consolidated. The position of Associate Vice-President, International Cooperation is created to lead this unit. The Director of MSOU International moves into this new position.
2001	The Study Abroad policy is established.
2002	The International Plus certificate program is established by International and Career Services.
2003	International departments under the Office of International Cooperation move to MSOU residence. These offices were previously scattered across various locations of the University.
2004	Solidarity Experiences Abroad is established under Campus Ministries, in collaboration with International Services.
2004	An external review by a previous President of a Canadian University is commissioned. His final report makes the recommendation that the current structure of International Cooperation should be dissolved. This report is not public, and the researcher has not been allowed access to it. New organizational structure: <ul style="list-style-type: none"> - MSOU International report moves to AVP, Research - ESL Services moves to VP Academic - International Services moves to AVP, Student Services - anything pertaining to institutional linkages reports to the President.
2004	With the appointment of a new AVP, Research an added responsibility of International Development is integrated into the position and title.
2005	International Market Development and Joint Ventures are established, with a report to VP, Academic.
2007	With the resigning of the AVP, Research & International Development, the

	position is replaced with the position of VP, Research MSOU International, International Market Development and Joint Ventures, and ESL Services reports move to AVP, Student Services. To date, all international departments report to AVP, Student Services.
2008	MSOU's Study Abroad Program is established that brings international students to MSOU for one term at a time. This is a major revenue generator for the University.
2010	The International Centre is opened funded entirely by revenue generated by the IELP.
2011	The Global Transitions Program is established.